APPENDIX C

INTERVIEWER TRAINING MATERIALS

Chicago Academy of Science

TELEPHONE INTERVIEWER TRAINING AGENDA

NORC 3050 Finley Road Downers Grove, IL 773-256-6600

Session 1: Tuesday, March 23, 1999 5:00 p.m. - 9:30 p.m.

Session 2: Wednesday, March **24**, 1999 5:00 p.m. - 9:30 p.m.

Time	Торіс	minutes	Presenter
5:00 - 5:25 Introductions: NSF, CAS, NORC Purpose of the study		25	CAS
5:25 - 6:10 Gaining Cooperation with an RDD population [Advance letter]		45	Tina Dennis Marge Robinson
6:10 - 6:55 Walkthrough of the Data Collection Instrument, Q x Q=s		45	Mary Hess
6:55 - 7:10	BREAK	15	
7:10 - 7:25	7:10 - 7:25 TNMS Codes		Tiffani Dobush
7:25 - 8:30	Round Robin Mocks- at computers CATI & setting appointments in TNMS	65	Supervisors / Tina Dennis
8:30 - 8:45	Industry / Occupation - Data Capture	15	Tina Dennis
8:45 - 9:20	Individual Practice at computers	35	Supervisors / All
9:20 - 9:30	Question & Answer Time Sheet Completion	10	Mary Hess / Tina Dennis / Supervisors

THE NATIONAL SCIENCE FOUNDATION AND THE CHICAGO ACADEMY OF SCIENCES 1999 SURVEY OF THE PUBLIC ATTITUDES TOWARD AND UNDERSTANDING OF SCIENCE AND TECHNOLOGY

NORC INTERVIEWER MANUAL

MARCH, 1999

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1. Introduction to the Study. Introduction to the Study

Welcome to the 1999 CAS study! We are pleased to have you join the team on this exciting study. We think both you and the respondents will find it interesting.

Science and technology have become an essential part of American life. In order to measure the public understanding of and attitudes toward science and technology and how they may change over time, the National Science Board has published *The Science and Engineering Indicators* for over 20 years. This publication is **mandated** by law and is presented to the President and the Congress every two years. The major chapters in this work include education, international trade, work force, patents, and public understanding and attitudes. The content of the this last chapter originates with the Chicago Academy of Sciences (CAS) 1999 survey of Americans, the CAS 99, conducted by NORC.

The CAS study is conducted every two years with a national random sample. CAT1 technology is currently used to collect the data. The study asks opinions and attitudes about aspects of science and, since 1988, has asked a battery of true/false questions to test basic knowledge of scientific and technological concepts.

Most of the questions in the instrument have been asked during each survey in order to assess change over time. A few new questions are introduced in this round, including one on identifying where DNA is found. The verbatim answers to this and other open ended questions are particularly important on this study. They must be captured with care as they will be analyzed closely by the client.

2. Sample and Advance Mailout. Sample and Advance Mailout

We are going to interview 2,000 adults over the age of 18 for this survey. That is, all adults over age 18 (with telephones) are eligible to participate in our survey. Telephone numbers of the households in our sample were selected randomly.

It is important to keep in mind that we will not necessarily interview the adult in the household who comes to the phone first when we call. In order to select the actual respondent from the household we contact, we will use a random selection technique known as the most recent birthday method. We will ask to speak with the adult in the household who has had the most recent birthday. This technique will allow us to obtain a representative sample of the U.S. adult population.

For this study a national RDD sample was purchased and, where available, an address was provided. Of the 7200 phone numbers the approximately 2200 respondents with addresses were mailed an advance letter (see below) explaining the study. Your introductory CAT1 scripts will reflect whether a letter was sent or not.

Some additional mailing of advance letters may be needed. Some respondents who were mailed to will not recall receiving the letter and will want a remail. Others, for whom we did not have addresses, will want a copy of the letter before they will participate. Once addresses are confirmed or obtained from these respondents we will be pleased to mail advance letters to them.

The CAT1 program will guide you through this procedure.

When we call a household we do not want simply to interview only people who answer the phone because who answers the telephone in a household is not random. For example, in general, women are more likely to answer the phone then men. If we were to interview the person who answered the phone in every instance, we would get a sample that had more women than men, even though there are about equal numbers of men and women in the country. This sample would not truly reflect the U.S. adult population.

We also want to speak with the person in the household who had the most recent birthday. Because birthdays are generally randomly distributed throughout the year, by asking to speak with the person in the household with the most recent birthday, we are able to obtain the random sample we need.

CATI will automatically take you through this selection process, so you don=t need to worry about the actual selection process. You do, however, need to understand this selection process because respondents might inquire as to why you want to speak with the person with the most recent birthday. We do this for statistical reasons only, to obtain a representative sample of people in the country. This is a random selection technique that is used by many researchers.

For this round of the study we will use two additional techniques to enhance cooperation. Refusal letters sent via FED EX will go out to letter respondents who refuse to answer the questionnaire. Because we have their address from the advance mailing, a refusal letter mailing is possible. This letter will not go to hostile **refusers** nor to soft appointment type refusals (e.g. call me back tomorrow I=m too busy now). Keep in mind that no refusal letters will be sent to respondents who were never mailed an advance letter. Your refusal conversion skills will be particularly important with these respondents.

The other tactic which will be used in a few cases will be to offer small respondent fees for completed interviews. Your supervisor will work with you on determining when to offer these incentives.

CAS ADVANCE LETTER

March 15, 1999

Dear:

In a democracy like ours, it is important for government leaders to make policy with the best available information about the wishes of citizens. The National Science Foundation has asked the Chicago Academy of Sciences to select and ask the views of a national sample of citizens about some important issues.

In the next few days, an interviewer **from** the Chicago Academy of Sciences will call your telephone number and ask one person in your household to take a few minutes to **talk** about some of these issues. Your telephone number was selected randomly from a list of all residential telephone numbers in the United States and your address was obtained from the telephone directory. Only 2,000 people in the entire country -- one out of each **140,000** adults -- are being interviewed for this study. We recognize that there are many demands on your time, but we would be most grateful if you would participate in this national study.

Abraham Lincoln once observed that democracy is slow and that it requires great effort by citizens, but he concluded that given all of the other forms of government, democracy still works best. We recognize that this request for an interview may be inconvenient, but we hope you will invest a few minutes of your time to help this study.

For most people, the interview will take between 15 and 30 minutes. All of your answers will be held in strict confidence. If you would like a copy of the final report from this survey, please tell your interviewer, and we will send you a copy.

If you have any questions about this study that you would like to discuss prior to an interview, you may call me or Dr. Linda **Kimmel** toll **free** at 1-888-5 17-9466, between 9 a.m. and 5 p.m. Central Standard Time.

Thank you for your kind assistance.

Sincerely,

Jon D. Miller

Vice President

3.	Question	nnaire.	Questionnai	re			
Sci-tek IDS version 1999 MAIN							
1.1	CASE ID	PRELOAD-	UNCODED	Questionnaire Case_ID			
1.2	SAMPTY	PE PRELOAD	-UNCODED				
1.3	VERFLAG	PRELOAD-	UNCODED				
1.4	VAR1	PRELOAD-U	NCODED	Respondent first name			
1.5	VAR2	PRELOAD-U	NCODED	Respondent middle name			
1.6	VAR3	PRELOAD-U	NCODED	Respondent last name			
1.7	STR_ADF	RS PRELOAD)-UNCODED	Respondent street address			
1.6	CITY	PRELOAD-UN	ICODED	Respondent city			

1.9 STATE STATE Respondent state

Valid Values: Valid two-letter state codes

1.10 ZIP-CODE PRELOAD-NUMBER Respondent zip code

Valid Values: O-99996

1.11 DOB PRELOAD-UNCODED Respondent date-of-birth

1.12 LTRSENT PRELOAD-UNCODED Advance letter flag

1.13 CASEIDIM AUTO case ID import from TNMS record

1.14 PREL2 PRELOAD-UNCODED preload emergency item

1.15 RANDOM1 AUTO Random number for quex ballot

1.16 RANDOM2 AUTO Random generator for quex ballot type

1.17 **IWERNAME** AUTO import interviewer name

BEGINTIM CURRENT HH:MM 1.18 begin hour/minutes 1.19 **BEGINDAY** CURRENT DAY begin interview date 1.20 **BEGINMO** CURRENT MONTH begin interview month 1.21 **BEGINYR** CURRENT YEAR begin interview year 1.22 SUID read in SU_ID from TNMS record **AUTO** 1.23 CKID **PREAMBLE**

INTERVIEWER: PLEASE NOTIFY YOUR SUPERVISOR. YOU HAVE A POSSIBLE CASE INFORMATION MISMATCH BETWEEN QUESTIONNAIRE DATA AND SMS DATA.

SMS CASE ID: "T-F I LL^

QUESTIONNAIRE CASE ID: ^CASEID^

PLEASE WRITE DOWN THESE TWO NAMES AND ID NUMBERS AND NOTIFY YOUR SUPERVISOR.

PLEASE DO NOT ATTEMPT TO INTERVIEW THE RESPONDENT NOW. MAKE AN APPOINTMENT TO CALL BACK WHEN WE HAVE CORRECTED THE ERROR SITUATION.

PROCEED TO THE NEXT SCREEN.

IF CKID = 1,REF,DK, GO BACK TO CKID: "INTERVIEWER PLEASE SUSPEND CASE AND NOTIFY SUPERVISOR"

1.24 RECOVER PREAMBLE

INTERVIEWER: HOLD DOWN THE [HOME] KEY AND STRIKE [PAGE DOWN] TO RECOVER PREVIOUSLY COLLECTED RESPONSES. WHEN SURVEYCRAFT STOPS RECOVERING RESPONSES, SUSPEND THE CASE AND EITHER MAKE AN APPOINTMENT TO CALL R BACK OR REFER THE CASE TO SUPERVISOR. THANK YOU.

1.25 TELEPHON AUTO

TNMS TELEPHONE

2.1 T-FILL TEXT-FILL Text fill for questionnaire

- 1 dogs and chimpanzees
- 2 mice
- 3 mice
- 4 dogs and chimpanzees
- 5 do
- 6 did
- 7 is
- 8 was
- 9 Are
- 10 Were
- 11 Does
- 12 Did
- 13 are
- 14
- 14 were
- 15 work
- 16 worked
- 17 the creation of new
- 18 the modification of existing

```
IF RANDOM1 = 0, GET TEXT-FILL VALUE: 1,3
IF Q160 = 1/3, GET TEXT-FILL VALUE: 5,7,9,11,13,15
IF Q160 = 4, GET TEXT-FILL VALUE: 6,8,10,12,14,16
IF RANDOM1 = 1, GET TEXT-FILL VALUE: 2,4
IF RANDOM2 = 0, GET TEXT-FILL VALUE: 17
IF RANDOM2 = 1, GET TEXT-FILL VALUE: 18
```

- 2.2 COUNTSEC TIMESTAMP begin timestamp
- 2.3 Q1 PREAMBLE Recall receiving letter

-IF ^LTRSENT^("Y")

Hello, my name is 'IWERNAME'.

I'm calling for the National Science Foundation. We are a university conducting a national survey of people's opinions about some current issues in the news, and your telephone number has been selected. We have no products to sell.

You may recall receiving a letter from us about this study. -ELSE

Hello, my name is 'IWERNAME'.

I'm calling for the National Science Foundation. We are a university conducting a national survey of people's opinions about some current issues in the news, and your telephone number has been selected. We have no products to sell.

-END

PRESS ENTER TO CONTINUE.

2.4 Q1_NOLET EXCLUDED

Recall receiving letter

Hello, my name is 'IWERNAME'.

I'm calling for the National Science Foundation. We are conducting a national survey of people's opinions about some current issues in the news, and your telephone number has been selected. We have no products to sell.

2.5 Q2A FIXED R request remail?

INTERVIEWER: DID THE RESPONDENT REQUEST MAILING/REMAIL OF THE ADVANCE LETTER?

- 1 YES
- 2 NO
- 3 YES/FED EX ONLY FOR SOFT REFUSAL

IF Q2A = 2, GO TO Q2B

- 2.6 VAR4 AUTO
- 2.7 Q2A1 PREAMBLE confirm address

-IF 'STR_ADRS'V(G1)

I would like to confirm your name and address so that we can mail the letter to you.

-ELSE

In order to mail the letter to you, I'll need your name and address.

-END

FIRST NAME: ^E4
MIDDLE NAME: ^E5
LAST NAME: ^E6
ADDRESS: ^E7
CITY: ^E8
STATE: ^E9
ZIP CODE: ^E10

INTERVIEWER: CONFIRM ADDRESS **_OR_** COLLECT ADDRESS IF NO ADDRESS INFORMATION IS PRESENT. IF NECESSARY BACKSPACE OVER EXISTING DATA AND ENTER CORRECTIONS. ASSUME R WILL CONTINUE WITH THE INTERVIEW. IF R WILL NOT CONTINUE, MAKE AN APPOINTMENT TO TAKE THE INTERVIEW ONE WEEK FROM TODAY.

- 2.8 SMSFNAME AUTO
- 2.9 SMSMNAME AUTO
- 2.10 SMSLNAME AUTO

2.11 SMSADDR AUTO

2.12 SMSCITY AUTO

2.14 **SMSZIP** A U T O

2.15 DATEADD CURRENT DATE DATE NEW ADDRESS IS GATHERED

2.16 Q2B PREAMBLE Can we talk with a person in HH

As you may know, the National Science Foundation is a part of the federal government and is responsible for supporting scientific and engineering research. We are interested in learning more about the attitudes of citizens on several important issues and we would like to talk to one person in this household. We will treat your answers with strict confidence.

IF THE RESPONDENT WANTS MORE INFORMATION, TELL THEM THAT THEY CAN WRITE TO

Suzanne H. Plimpton Division of Administrative Services National Science Foundation 4201 Wilson Boulevard Arlington, VA 22230 2.17 Q3

UNCODED

Name of respondent

Now, I would like to speak to the person aged 18 or older who had the most recent birthday. What is that person's first name?

ENTER NAME:

2.18 **Q3B** YESNO

Is the person currently on phone

IS THIS PERSON CURRENTLY ON THE PHONE?

- 1 YES
- 2 NO

IF Q3B = 1, GO TO Q6

2.19 **Q4** YESNO

Can we speak to R

May I speak with 'Q3'?

- 1 YES
- 2 NO

IF Q4 = 1, GO TO Q5

2.20 Q4B FIXED Make appointment

What would be the best time to call back and reach 'Q3'?

1 CONFIRM APPOINTMENT TIME AND <CTRL><END> TO SUSPEND CASE

IF LTRSENT . GO TO Q5_NOLET

2.21 Q5 YESNO Recall receiving letter - 2

Hello, my name is 'IWERNAME'.

I'm calling long distance for the National Science Foundation. We are conducting a national survey of people's opinions about some current issues in the news, and your telephone number has been selected. We have no products to sell. You may recall receiving a letter from us about this study.

- 1 YES
- 2 NO

IF LTRSENT = Y, GO TO Q5_INT

2.22 Q5_NOLET PREAMBLE Recall receiving letter

Hello, my name is 'IWERNAME'.

I'm calling for the National Science Foundation. We are conducting a national survey of people's opinions about some current issues in the news, and your telephone number has been selected. We have no products

to sell.

2 . 2 3 **Q5_INT** YESNO

Ever been interviewed

Have you ever been interviewed for a national opinion survey before?

1 YES

2 NO

2.24 Q5B

PREAMBLE

Preamble to respondent

As you may know, the National Science Foundation is a part of the federal government and is responsible for supporting scientific and engineering research. We will treat your answers with strict confidence.

IF THE RESPONDENT WANTS MORE INFORMATION, TELL THEM THAT THEY CAN WRITE TO

Office of Management and Budget Paperwork Reduction Project Washington, DC 20503

2.25 **Q6** YESNO

May we begin now

INTERVIEWER: READ WHAT IS IN CAPITAL LETTERS ONLY IF R ASKS HOW LONG THE INTERVIEW WILL TAKE.

THIS INTERVIEW WILL TAKE BETWEEN 15 AND 30 MINUTES, DEPENDING LARGELY ON YOUR ANSWERS.

Lets begin now.

For quality purposes, this call may be monitored.

1 YES 2 N O

IF Q6 = 1, GO TO Q7LB

2.26 Q6B FIXED Make appointment

MAKE AN APPOINTMENT TO TAKE THE INTERVIEW AS SOON AS IT IS CONVENIENT FOR THE RESPONDENT. REMIND THE RESPONDENT THAT WE CAN TAKE THE INTERVIEW IN MULTIPLE SITTINGS, THAT WE ARE OPEN FROM 9AM TILL 10PM, AND THAT WE CAN CALL ON THE WEEKEND. EXECUTE <CTRL><END>, UPDATE CALL NOTES AND SELECT THE APPROPRIATE OUTCOME.

- 1 CONFIRM APPOINTMENT TIME AND <CTRL><END> TO SUSPEND CASE
- 2.27 Q7LB LOOPBEG-FIXED Loop begin for Q7
 - 1 current news events
 - 2 international and foreign policy issues
 - 3 Agricultural and farm issues
 - 4 Local school issues
 - 5 Issues about new scientific discoveries
 - 6 Economic issues and business conditions
 - 7 Issues about the use of new inventions and technologies
 - 8 Issues about the use of nuclear energy to generate electricity
 - 9 Issues about new medical discoveries
 - 10 Issues about space exploration
 - 11 Issues about environmental pollution
 - 12 Issues about military and defense policy
- **2.26** Q7 FIXED How interested is R in

-IF 'Q7LB'(1)

Let me start by asking how interested you are in ^Q7LB^.

Would you say that you are very interested, moderately interested, or not at all interested in ^Q7LB^?

-END

-IF ^Q7LB^(2)

There are a lot of issues in the news, and it is hard to keep up with every area. I'm going to read you a short list of issues, and for each one, as I read it, I would like you to tell me if you are very interested, moderately interested, or not at all interested. First, ^Q7LB^.

Are you very interested, moderately interested, or not at all interested? -END

-IF ^Q7LB^(G2)

^Q7LB^.

Are you very interested, moderately interested, or not at all interested? -END

- 1 VERY INTERESTED
- 2 MODERATELY INTERESTED
- 3 NOT AT ALL INTERESTED

2.29 Q7LE LOOPEND Loop end for Q7

2.30 Q19LB LOOPBEG-FIXED Loop begin for Q19

- 1 international and foreign policy issues
- 2 Agricultural and farm issues
- 3 Local school issues
- 4 Issues about new scientific discoveries
- 5 Economic issues and business conditions
- 6 Issues about the use of new inventions and technologies
- 7 Issues about the use of nuclear power to generate electricity
- 8 Issues about new medical discoveries
- 9 Issues about space exploration
- 10 Issues about environmental pollution
- 11 Issues about military and defense policy

FIXED

-IF ^Q19LB^(1)

Now, I'd like to go through this list with you again, and for each issue I'd like you to tell me if you are very well informed, moderately well informed, or poorly informed. First, ^Q19LB^.

Are you very well informed, moderately well informed, or poorly informed? -ELSE ^Q19LB^.

Are you very well informed, moderately well informed, or poorly informed? -END

- 1 VERY WELL INFORMED
- 2 MODERATELY WELL INFORMED
- 3 POORLY INFORMED

2.32 **Q19LE** LOOPEND Loop end for Q 19

2.33 Q30 FIXED How often read newspaper

Now let me change the topic slightly and ask you how you get information. First, how often do you read a newspaper; every day, a few times a week, once a week, or less than once a week?

IF RESPONDENT ASKS IF IT COUNTS IF THEY READ THE NEWSPAPER ON THE WEB, SAY YES.

- 1 EVERY DAY
- 2 A FEW TIMES A WEEK
- 3 ONCE A WEEK
- 4 LESS THAN ONCE A WEEK
- 2.34 Q31LB LOOPBEG-FIXED Loop begin for Q31

2.35 **Q31**

YESNO

Do you read magazines regularly

-IF ^Q31LB^(1)

Are there any magazines that you read regularly, that is, most of the time?

IF THE RESPONDENT ASKS IF IT COUNTS IF THEY READ A MAGAZINE FROM THE WEB, SAY YES.

-ELSE

Is there another magazine that you read regularly?

--END

1 YES

2

IF Q31 = 2,DK,REF, GO TO Q36LB

2.36 Q31B UNCODED

Magazine name

What magazine would that be?

MAGAZINE NAME:

2.37 Q31 LE **LOOPEND**

Loop end for Q31

2.38 Q36LB LOOPBEG-FIXED Loop begin for Q36

C-18

1 2 3

2.39 Q36

FIXED

Read scientific magazine

-IF ^Q36LB^(1)

Do you ever read any science magazines?

IF THE RESPONDENT ASKS IF IT COUNTS IF THEY READ A MAGAZINE FROM THE WEB, SAY YES.

-ELSE

Do you read any other science magazines?

-FŃD

- 1 YES
- 2 N O
- 3 YES, SEE EARLIER RESPONSE

IF , SHOW VALUE: 0/2

IF Q36 = 2,DK,REF, GO TO Q39

2.40 Q36B UNCODED Magazine name

What magazine would that be?

MAGAZINE NAME:

2.41 Q36LE LOOPEND Loop end for Q36

2.42 Q39 NUMBER Hours watching TV per day

Altogether, on an average day, about how many hours would you say that you watch television?

ENTER 0 FOR NONE OR LESS THAN 15 MINUTES.

ENTER HOURS:

Entry Mask: ___ Valid **Values**: 0-11 Soft Check: 12-24

2.42 **Q39B** NUMBER Minutes

ENTER MINUTES:

Entry Mask: ___ Valid Values: 0-59

IF Q39 = 24 AND Q39B > 0, GO BACK TO Q39: "Number of minutes must equal 0 because number of

IF Q39 < 1 AND Q39B < 15, GO TO Q52

2.44 **Q40** NUMBER Hours news reports/shows

About how many of those hours are news reports or news shows?

ENTER 0 FOR NONE OR LESS THAN 15 MINUTES.

ENTER HOURS:

Entry Mask: ___

Valid Values: O-I 1 Soft Check: 12-24

2.46 Q40B NUMBER Minutes

ENTER MINUTES:

Entry Mask:

Valid Values: 0-59

IF Q40 = ASKED AND Q40 > Q39, GO BACK TO Q40B: "CAN'T BE GREATER THAN TOTAL TIME R

IF Q40B = 0/7, THEN SET Q40C TO 0

2.46 Q40C UNCODED Minutes in decimal of an hour

2.47 Q41 FIXED Have cable tv

Do you have cable or satellite television service in your home?

- 1 YES, cable
- 2 YES, satellite
- 3 Yes, cable and satellite
- 4 No

2.46 Q43 YESNO Watch science/nature shows

Do you watch any television shows that focus primarily on science or nature?

1 YES 2 NO

IF Q43 = 2,DK,REF, GO TO Q52

2.49 Q44LB LOOPBEG-FIXED Loc

Loop begin for Q43

1 2 3

2.50 Q44 UNCODED

Name of science/nature show

-IF ^Q44LB^(1)

Which science or nature show do you watch most often?

-ELSE

What is the name of that show?

-END

ENTER EXACT RESPONSE. IF R SAYS 'DISCOVERY' OR 'DISCOVERY CHANNEL', PROBE FOR SPECIFIC SHOW. IF R SAYS 'CHANNEL 8' OR 'CHANNEL 13' TRY AND PROBE FOR THE NAME OF A SPECIFIC SHOW OR TYPE OF CHANNEL.

NAME OF SHOW:

2.51 Q45 NUMBER How many times/month watched

About how many times a month do you watch this show?

ENTER ZERO IF R CANNOT NAME A SPECIFIC SHOW, OR IF R WATCHES LESS THAN ONCE A MONTH.

ENTER NUMBER:

Entry Mask:

Valid Values: 0-60 Soft Check: 61-89

IF Q45 = 0,DK,REF, GO TO Q52

2.52 YESNO

Is there another science/nature show

Is there another science or nature show that you watch sometimes?

- 1 YES
- 2 NO

IF Q46 = 2,DK,REF, GO TO Q52

2.53 Q44LE LOOPEND Loop end for Q44

2.54 Q52 NUMBER Hours R listens to radio

On an average day, about how many hours would you say that you listen to a radio?

ENTER ZERO FOR NONE OR FOR LESS THAN 15 MINUTES.

ENTER HOURS:

Entry Mask: ____ Valid Values: O-I 1 Soft Check: 12-24 2.55 Q52B NUMBER Minutes

ENTER MINUTES:

Entry Mask: Valid Values!%59

IF Q52 = 24 AND Q52B > 0, GO BACK TO Q52B: "Number of minutes must equal 0 because number of

IF Q52 = 0 AND Q52B = 0, GO TO Q54LB

2.56 Q53 NUMBER Hours that are news reports/shows

About how many of those hours are news reports or news shows?

ENTER ZERO FOR NONE OR FOR LESS THAN 15 MINUTES.

ENTER HOURS:

Entry Mask: ___ Valid **Values**: 0-11 Soft Check: 12-24

2.57 Q53B NUMBER Minutes

ENTER MINUTES:

Entry Mask: _____Valid Values: O-59

IF Q53 = ASKED AND Q53 > Q52, GO BACK TO Q53B: "CAN'T BE GREATER THAN TOTAL TIME R

2.66 Q54LB LOOPBEG-FIXED Loop begin for Q54

- 1 an art museum
- 2 a natural history museum
- 3 A zoo or aquarium
- 4 A science or technology museum
- 5 A public library
- 2.59 Q54 NUMBER How many times visited/past year

-IF ^Q54LB^(1)

Now, let me ask you about your use of museums, zoos, and similar institutions. I am going to read you a short list of places and ask you to tell me how many times you visited each type of place during the last year, that is, the past 12 months. If you did not visit any given place, just say none. First, ^Q54LB^. How many times did you visit it during the last year?

- -END
- -IF ^Q54LB^(2)

Next, 'Q54LB'. How many times did you visit it during the last year?

- -END
- -IF ^Q54LB^(G2)

^Q54LB^. How many times did you visit it during the last year?

-END

IF R GIVES A RANGE ANSWER, FOR EXAMPLE, THAT THEY VISITED 2 TO 3 TIMES, TYPE IN THE LOWEST NUMBER. IF R GIVES A RANGE SUCH AS 15 TO 20 TIMES, TYPE IN THE MID-RANGE, FOR EXAMPLE 17. DO NOT PROBE FOR A MORE SPECIFIC ANSWER.

NUMBER:

Entry Mask: __

Valid Values: O-366

2.60 Q54LE LOOPEND Loop end for Q54

IF Q54 = 0, GO TO Q59A

2.61 **Q58B** YESNO Borrow books from library

During the last 12 months, did you borrow any books from the public library?

- 1 YES
- 2 NO

IF Q58B <> 1, GO TO Q58D

2.62 **Q58C** NUMBER How many books borrowed

About how many books did you borrow during the past year?

ENTER NUMBER:

Entry Mask: ____

Valid Values: I-9996

2.63 Q58D YESNO Borrowed videos from library

During the last 12 months, did you borrow any video tapes from the public library?

- 1 YES
- 2 NO

IF Q58D <> 1, GO TO Q59A

2.64 Q58E NUMBER Number of videos borrowed

About how many videos did you borrow?							
ENTER NUMBER:							
Entry Mask: Valid Values: I-9996							
2.66 Q59A	YESNO	Did R buy any books					
During the last 12 months, did you buy any books?							
1 YES 2 NO							
IF Q59A <> 1	GO TO Q60						
2.66 Q59B	NUMBER	How many books R bought					
About how many books did you buy during the last year?							
ENTER NUMBER:							
Entry Mask:Valid Values: I-9996							

Were any of those books about science, mathematics, or technology, including computers or computer use?

YESNO

2.67 **Q59C**

Any science/math/technology

IF Q59C <> 1, GO TO Q60

2.68 **Q59D** NUMBER

How many science/math/technology

About how many? (IF NECESSARY: of those books were about science, mathematics, or technology, including computers or computer use?)

ENTER NUMBER:

Entry Mask: Valid Values-96

IF Q59D = ASKED AND Q59D > Q59B, GO BACK TO Q59D : "CAN'T BE GREATER THAN TOTAL

2.69 **Q60** FIXED Is the world better/worse off

Now, for a different type of question. All things considered, would you say that the world is better off, or worse off, because of science?

- 1 BETTER OFF
- 2 ABOUT EQUAL (CODE BUT DO NOT OFFER)
- 3 WORSE OFF
- 2.70 Q61 FIXED Scientific study clear/general/little

Now, let me turn to a slightly different type of question. When you read news stories, you see certain sets of words and terms. We are interested

in how many people recognize certain kinds of terms, and I would like to ask you a few brief questions in that regard. First, some articles refer to the results of a -scientific study.- When you read or hear the term -scientific study,- do you have a clear understanding of what it means, a general sense of what it means, or little understanding of what it means?

- 1 CLEAR UNDERSTANDING
- 2 GENERAL SENSE
- 3 LITTLE UNDERSTANDING

IF Q61 = 3.DK.REF, GO TO Q63

2.71 Q62V UNCODED What it means to study scientifically

In your own words, could you tell me what it means to study something scientifically?

ENTER RESPONSE VERBATIM. DO NOT PROBE FOR FURTHER RESPONSE.

RESPONSE:

2.72 Q62BV UNCODED Additional space for verbatim

ADDITIONAL SPACE (IF NEEDED):

2.73 Q63 FIXED Understanding of the Internet

Next, the -Internet.- When you read or hear the term the Internet, do you have a clear understanding of what it means, a general sense of what it means, or little understanding of what it means?

- 1 CLEAR UNDERSTANDING
- 2 GENERAL SENSE
- 3 LITTLE UNDERSTANDING

IF Q63 = 3,DK,REF, GO TO Q65

2.74 **Q64V**

UNCODED

What is the Internet

Tell me in your own words, what is the Internet?

ENTER RESPONSE VERBATIM. DO NOT PROBE FOR FURTHER RESPONSE.

RESPONSE:

2.75 **Q64BV**

UNCODED

Additional field for verbatim

ADDITIONAL SPACE (IF NEEDED):

2.76

Q65

FIXED

Understanding of DNA

Next, in articles and on television news shows, the term _DNA_ has been used. When you hear the term _DNA,_ do you have a clear understanding of what it means, a general sense of what it means, or little understanding of what it means?

- 1 CLEAR UNDERSTANDING
- 2 GENERAL SENSE
- 3 LITTLE UNDERSTANDING

IF Q65 = 3,DK,REF, GO TO Q67

2.77 **Q66V** UNCODED What is DNA

Please tell me, in your words, what is _DNA_?

ENTER RESPONSE VERBATIM. DO NOT PROBE FOR FURTHER RESPONSE.

RESPONSE:

2.76 **Q66X** UNCODED What is DNA2

ADDITIONAL SPACE (IF NEEDED):

2.79 **Q66A** UNCODED New DNA question

If you wanted to find DNA in the human body, where would you expect to find it?

PROBE: WHERE ELSE?

2.80 Q67 FIXED Understanding of molecule

Next, when you read or hear the term -molecule,- do you have a clear understanding of what it means, a general sense of what it means, or little understanding of what it means?

1 CLEAR UNDERSTANDING 2 GENERAL SENSE

3 LITTLE UNDERSTANDING

IF Q67 = 3,DK,REF, GO TO Q69

2.81 **Q68V** UNCODED What is a molecule

Please tell me, in your own words, what is a -molecule-?

ENTER RESPONSE VERBATIM. DO NOT PROBE FOR FURTHER RESPONSE. RESPONSE:

2.82 **Q68BV** UNCODED Additional field for verbatim

ADDITIONAL SPACE (IF NEEDED):

2.83 **Q69** FIXED Understanding of radiation

Next, when you read or hear the term -radiation,- do you have a clear understanding of what it means, a general sense of what it means, or little understanding of what it means?

- 1 CLEAR UNDERSTANDING
- 2 GENERAL SENSE
- 3 LITTLE UNDERSTANDING

IF Q69 = 3,DK,REF, GO TO Q79

2.84 **Q70V** UNCODED What is radiation

Please tell me, in your own words, what is radiation?

ENTER RESPONSE VERBATIM, DO NOT PROBE FOR FURTHER RESPONSE.

RESPONSE:

2.85 Q70BV UNCODED Additional field for verbatim

ADDITIONAL SPACE (IF NEEDED):

2.86 479 FIXED Testing of blood pressure drug

Now, please think about this situation. Two scientists want to know if a certain drug is effective against high blood pressure. The first scientist wants to give the drug to 1000 people with high blood pressure and see how many of them experience lower blood pressure levels. The second scientist wants to give the drug to 500 people with high blood pressure, and not give the drug to another 500 people with high blood pressure, and see how many in both groups experience lower blood pressure levels. Which is the better way to test this drug?

IF R ASKS WHETHER OR NOT A PLACEBO WAS GIVEN, INDICATE THAT "IN THIS CASE THERE WAS NO PLACEBO GIVEN".

- 1 ALL 1000 GET THE DRUG
- 2 500 GET THE DRUG, 500 DO NOT

IF Q79 = REF, DK, GO TO Q82

2.87 Q80V UNCODED Why is it better to test this way

Why is it better to test the drug this way?

ENTER RESPONSE VERBATIM. DO NOT PROBE FOR FURTHER RESPONSE.

RESPONSE:

2.88 Q80BV UNCODED

Additional field for verbatim

ADDITIONAL SPACE (IF NEEDED):

2.89 **Q82** FIXED

Science/tech make lives healthier/easier

I'm going to read to you some statements such as those you might find in a newspaper or magazine article. For each statement, please tell me if you **_generally** agree- or **_generally** disagree.- If you feel especially strongly about a statement, please tell me that you -strongly agree- or -strongly disagree- ok?

First, science and technology are making our lives healthier, easier, and more comfortable. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE

2.90 **Q83** FIXED

Science/math ed

The quality of science and mathematics education in American schools is inadequate. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE
- 2. 91 **Q84** FIXED Computers/automation will create jobs

In general, computers and factory automation will create more jobs than they will eliminate. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE
- 2.92 **Q85** FIXED We depend on science and not faith

We depend too much on science and not enough on faith. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE
- 2.93 Q86 FIXED Research is necessary

Even if it brings no immediate benefits, scientific research which advances the frontiers of knowledge is necessary and should be supported by the federal government. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE
- 2.94 **Q87** FIXED

Scientist should do research on animals

Scientists should be allowed to do research that causes pain and injury to animals like ^T_FILL^(1,2)_ if_ it produces new information about human health problems. Do you **strongly** agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE
- 2.95 488 FIXED Not important to know about science

It is not important for me to know about science in my daily life. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE
- 2.96 **Q89** FIXED Build space station to house experiments

The American space program should build a space station large enough to house scientific and manufacturing experiments. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE
- 2.97 **Q90** FIXED

Some numbers are especially lucky for some people. Do you strongly agree, agree, disagree, or strongly disagree?

Some numbers are lucky for people

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE
- 2. 98 **Q91** FIXED Science changes life too fast

Science makes our way of life change too fast. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE
- 2.99 Q92 FIXED Scientists work on things to better life

Most scientists want to work on things that will make life better for the average person. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE

- 3 DISAGREE
- 4 STRONGLY DISAGREE
- 2. 100 **Q93** FIXED

Tech discoveries will destroy the earth

Technological discoveries will eventually destroy the earth. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE
- FIXED 2. 101 **Q94**

Science/tech make work more interesting

With the application of science and new technology, work will become more interesting. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE
- 2. 102 **Q95** FIXED Science/tech - opportunities/generation

Because of science and technology, there will be more opportunities for the next generation. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE

4 STRONGLY DISAGREE

2. 103 Q96

FIXED

Tech creates inhuman way of life

Technological development creates an artificial and inhuman way of life. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE

2. 104 **Q96B**

FIXED

Scientists should do research on animals

Scientists should be allowed to do research that causes pain and injury to animals like ^T_FILL^(3,4)_ if it produces new information about human health problems. Do you **strongly** agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE

2. 105 **Q97A**

FIXED

Inventions will counteract tech dev

New inventions will always be found to counteract any harmful consequences of technological development. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE

4 STRONGLY DISAGREE

2. 106 **Q97B**

FIXED

People do better living simpler life

People would do better by living a simpler life without so much technology. Do you strongly agree, agree, disagree, or strongly disagree?

- 1 STRONGLY AGREE
- 2 AGREE
- 3 DISAGREE
- 4 STRONGLY DISAGREE

2. 107 Q98

FIXED

Benefits of sci research outweigh bad

Now for a different type of question. People have frequently noted that scientific research has produced both beneficial and harmful consequences. Would you say that, on balance, the benefits of scientific research have outweighed the harmful results, or have the harmful results of scientific research been greater than its benefits?

- 1 BENEFICIAL RESULTS GREATER
- 2 ABOUT EQUAL (CODE BUT DO NOT OFFER)
- 3 HARMFUL RESULTS GREATER

IF Q98 = 2,REF,DK, GO TO Q101

2. 108 **Q99** FIXED

Balance strongly favor beneficial result

Would you say that the balance has been strongly in favor of beneficial results, or only slightly?

IF Q99 = ASKED, GO TO Q101

2. 109 **Q100** FIXED Benefits strongly favor harmful results

Would you say that the balance has been strongly in favor of harmful results, or only slightly?

1 STRONGLY 2 ONLY SLIGHTLY

2. 110 **Q101** FIXED Genetic engineering beneficial/harmful

Some persons have argued that the ^T_FILL^(17,18) life forms through genetic engineering research constitutes a serious risk, while other persons have argued that this research may yield major benefits for society. In your opinion, have the benefits of genetic engineering research outweighed the harmful results, or have the harmful results of genetic engineering research been greater than its benefits?

- 1 BENEFITS GREATER
- 2 ABOUT EQUAL (Code but do not offer)
- 3 HARMS GREATER

IF Q101 = 2,REF,DK, GO TO Q104

2.111 Q102 FIXED Balance favors beneficial results

Would you say that the balance has been strongly in favor of beneficial results, or only slightly?

- 1 STRONGLY
- 2 SLIGHTLY

IF Q102 = ASKED, GO TO Q104

2. 112 Q103 FIXED

Balance favors harmful results

Would you say that the balance has been strongly in favor of harmful results, or only slightly?

- 1 STRONGLY 2 SLIGHTLY
- 2. 113 Q104 FIXED

Nuclear reactors to generate electricity

In the current debate over the use of nuclear reactors to generate electricity, there is broad agreement that there are some risks and some benefits associated with nuclear power. In your opinion, have the benefits associated with nuclear power outweighed the harmful results, or have the harmful results associated with nuclear power been greater than its benefits?

- 1 BENEFITS GREATER
- 2 ABOUT EQUAL (Code but do not offer)
- 3 HARMS GREATER

IF Q104 = 2, REF, DK, GO TO Q107

2. 114 **Q105** FIXED

Balance favors beneficial results

Would you say that the balance has been strongly in favor of beneficial results, or only slightly?

- 1 STRONGLY
- 2 SLIGHTLY

IF Q105 = ASKED, GO TO Q107

2. 115 Q106 FIXED

Balance favors harmful results

Would you say that the balance has been strongly in favor of harmful results, or only slightly?

- 1 STRONGLY 2 SLIGHTLY
- 2. 116 **Q107** FIXED Costs of space exploration

Many current issues in science and technology may be viewed as a judgment of relative costs and benefits. Thinking first about the space program, some persons have argued that the costs of the space program may have exceeded its benefits, while other people have argued that the benefits of space exploration have exceeded its costs. In your opinion, have the costs of space exploration exceeded its benefits, or have the benefits of space exploration exceeded its costs?

- 1 BENEFITS GREATER
- 2 ABOUT EQUAL (Code but do not offer)
- 3 COSTS GREATER

IF Q107 = 2, REF, DK, GO TO Q110LB

2.117 Q108 F

FIXED

Benefits exceeded costs

Would you say that the benefits have substantially exceeded the costs, or only slightly?

- 1 SUBSTANTIALLY
- 2 SLIGHTLY

IF Q108 = ASKED, GO TO Q110LB

2.118 Q109 FIXED

Costs exceeded benefits

Would you say that the costs have substantially exceeded the benefits, or only slightly?

- 1 SUBSTANTIALLY
- 2 SLIGHTLY

2.119 Q110LB LOOPBEG-FIXED

Loop begin for Q110

- 1 exploring space
- 2 reducing pollution
- 3 Improving health care
- 4 Supporting scientific research
- 5 Improving education
- 6 Helping older people
- 7 Improving national defense
- 8 Helping low-income persons

-IF ^Q110LB^(1)

We are faced with many problems in this country. I'm going to name some of these problems, and for each one, I'd like you to tell me if you think that the government is spending too little money on it, about the right amount, or too much. First, ^Q11 0LB^.

Is the government spending too little, about the right amount, or too much on ^Q11 0LB^?

-END

-IF ^Q110LB^(2)

Next.

^Q11 0LB^.

Is the government spending too little, about the right amount or too much on ^Q110LB^?

-END

-IF ^Q110LB^(G2)

^Q11 0LB^.

Is the government spending too little, about the right amount or too much on ^Q11 0LB^?

-END

- 1 TOO LITTLE
- 2 ABOUT THE RIGHT AMOUNT
- 3 TOO MUCH
- 2.121 **Q110LE** LOOPEND

LOOPBEG-FIXED Loop begin for Q119 2.122 **Q119LB**

- the center of the Earth is very hot.
- 2 All radioactivity is man-made.
- 3 The oxygen we breathe comes from plants.
- 4 It is the fathers gene which decides whether the baby is a boy or a girl.
- 5 Lasers work by focusing sound waves.
- 6 Electrons are smaller than atoms.

Loop end for Q110

- 7 Antibiotics kill viruses as well as bacteria.
- 8 The universe began with a huge explosion.
- 9 The continents on which we live have been moving their location for millions of years and will continue to move in the future.
 - 10 Human beings, as we know them today, developed from earlier species of animals.
 - 11 Cigarette smoking causes lung cancer.
 - 12 The earliest humans lived at the same time as the dinosaurs.
 - 13 Radioactive milk can be made safe by boiling it.
- 2.123 4119 FIXED

Following statements true or false

-IF ^Q119LB^(1)

Now, I would like to ask you a few short quiz-type questions such as you might see on a television game show. For each statement that I read, please tell me if it is true or false. If you don't know or aren't sure, just tell me so and we will skip to the next question. Remember: true, false or don't know.

First **^Q119LB^** Is that true or false?

-ELSE ^Q11 9LB^ Is that true or false? -END

- 1 TRUE 2 FALSE
- 2.124 **Q119LE** LOOPEND

Loop end for Q1 19

2.125 4133 FIXED Light or sound travels faster

Which travels faster: light or sound?

- 1 LIGHT
- 2 SOUND
- 3 BOTH THE SAME

2.126 Q134 FIXED Earth around sun/sun around Earth

Does the Earth go around the Sun, or does the Sun go around the Earth?

- 1 EARTH GOES AROUND SUN
- 2 SUN GOES AROUND EARTH

IF Q134 = 2,REF,DK, GO TO Q136

2.127 Q135 FIXED How long for Earth to go around Sun

How long does it take for the Earth to go around the Sun: one day, one month, or one year?

- 1 ONE DAY
- 2 ONE MONTH
- 3 ONE YEAR
- 4 OTHER TIME PERIOD

2.126 Q136 YESNO Chance of illness

Now, think about this situation. A doctor tells a couple that their **_genetic** makeup_ means that they've got **_one** in four chances- of having a child with an **inherited** illness. Does this mean that if their first three children are healthy, the fourth will have the illness?

- 1 YES
- 2 NO

2.129 Q137 YESNO

First child has, next 3 won't

Does this mean that if their first child has the illness, the next three will not?

1 YES

2 NO

2.130 Q138 YESNO

Each child has same risk

Does this mean that each of the couple's children will have the same risk of suffering from the illness?

1 YES

2 NO

2.131 4139 YESNO

Only 3 children, none will have it

Does this mean that if they have only three children, none will have the illness?

1 YES

2 NO

2.132 Q140 YESNO

Ever read horoscope/astrology report

Now, a new subject. Do you ever read a horoscope or your personal astrology report?

IF Q140 = 2,REF,DK, GO TO Q142

2.133 Q141 FIXED Read astrology every day

Do you read an astrology report every day, quite often, just occasionally, or almost never?

- 1 EVERY DAY
- 2 QUITE OFTEN
- 3 JUST OCCASIONALLY
- **4 ALMOST NEVER**
- 2.134 Q142 FIXED Is astrology scientific

Would you say that astrology is very scientific, sort of scientific, or not at all scientific?

- 1 VERY SCIENTIFIC
- 2 SORT OF SCIENTIFIC
- 3 NOT AT ALL SCIENTIFIC
- 2.135 Q143 YESNO Write/spoke with public official

Now, let me change the subject. During the last year, have you written or spoken to any public **official** or legislator about any -political issue or problem-?

- 1 YES
- 2 NO

IF Q143 <> 1, GO TO Q147

2.136 Q144LB LOOPBEG-FIXED Loop begin for Q144

1 2 3

2.137 Q144 YESNO Can R recall issue

~IF ^Q144LB^(1)

Can you recall an issue that you made a contact about?

-ELSE

Can you recall another issue that you made contact about?

-ENĎ

- 1 YES
- 2 NO

IF Q144 <> 1, GO TO Q147

2.138 Q145V UNCODED Issued recalled

ASK FOR ISSUE. ENTER EXACT RESPONSE. IF R MENTIONS PIECE OF LEGISLATION BY NUMBER, PROBE FOR CONTENT OF BILL.

ISSUE:

2.139 **Q145VB** UNCODED Additional verbatim field

ADDITIONAL ROOM IF NECESSARY:

2.140 Q144LE LOOPEND Loop end for Q144

2.141 Q147 FIXED Married/widowed/divorced/separated/single

Now, let me ask you a few brief questions about yourself. First, are you currently married, widowed, divorced, separated, or have you never been married?

- 1 MARRIED
- 2 WIDOWED
- 3 DIVORCED
- 4 SEPARATED
- **5 NEVER MARRIED**

2.142 **Q147A** NUMBER Adults 18 or older in HH

How many adults 18 years of age or older regularly live in your home?

READ IF REFUSED: I can certainly understand your hesitation in answering this question. When we gather information it is important to know if people of various ages, races, levels of education, and so forth have different needs. When we run our statistics with this information they will have more meaning. I assure you that protecting your privacy is a major concern and when the results are published they are reported as statistics and it is impossible to associate the answers directly with anyone we've talked to.

***** ATTENTION INTERVIEWER: THIS IS A CRITICAL ITEM *****

NUMBER:

Entry Mask: ____ Valid Values: I-I 0 Soft Check: 1 I-20

2. 143 **Q148**

NUMBER

Do you have children

Do you have any children?

ENTER NUMBER OF CHILDREN. ENTER ZERO(O) FOR NONE.

ENTER NUMBER:

Entry Mask:

Valid Values: 0-20

IF Q148 > 10 AND Q148 < 21, GO BACK TO Q148; "I have recorded that you have "Q148" children, Is

IF Q148 = 0,DK,REF, GO TO Q150

2. 144 Q149 NUMBER

Children under 18 that live with you

Do you have any children under age 18 who currently live with you?

ENTER NUMBER OF CHILDREN. ENTER ZERO(O) FOR NONE.

NUMBER:

Entry Mask:

Valid Values%20

IF Q149 >= 11 AND Q149 <= 20, GO BACK TO Q149: "I have recorded that you have ^Q149^ children

What is the highest level of education you completed?

***** ATTENTION INTERVIEWER: THIS IS A CRITICAL QUESTION. *****

- 1 GRADE 6 OR LESS
- 2 GRADE 7 THROUGH 9
- 3 GRADE 10 OR 11
- 4 HIGH SCHOOL DIPLOMA/GED
- 5 VOCATIONAL LESS THAN 2 YEARS
- 6 ASSOCIATE DEGREE (AA,AS)
- 7 BACCALAUREATE DEGREE (BA, BS)
- 8 MASTERS DEGREE (MA, MS)
- 9 DOCTORATE DEGREE (PHD, EDD)
- 10 PROFESSIONAL (MEDICAL, DENTAL, LEGAL)
- 11 OTHER

IF Q150 > 5 AND Q150 < 11, GO TO Q151

2.146 Q150B UNCODED Description of highest level

What level would that be?

ENTER DESCRIPTION OF HIGHEST LEVEL.

LEVEL:

IF Q150B = ASKED, GO TO Q152

2.147 Q150C FIXED Refused/do not know category

I can certainly understand your hesitation in answering this question. When we gather information it is important to know if people of various ages, races, levels of education, and so forth have different needs. When we run our statistics with this information they will have more meaning. I assure you that protecting your privacy is a major concern and when the results are published they are reported as statistics and it is impossible to associate the answers directly with anyone we've talked to. Into which of these groups could we categorize your response, would you say less than a high school diploma, you received a high school diploma/GED, or you have a baccalaureate degree or higher?

- 1 LESS THAN A HIGH SCHOOL DIPLOMA
- 2 HIGH SCHOOL DIPLOMA/GED
- 3 BACCALAUREATE DEGREE OR HIGHER

IF Q150C = 2, GO TO Q152

2. 148 Q151 UNCODED Degree field

In what field was the degree? ENTER EXACT RESPONSE,

FIELD:

2. 149 **Q152** FIXED Ever taken college science course

Have you ever taken any college-level science courses?

1 Yes

2 No

IF Q152 <> 1, GO TO Q153

2.150 **Q152_NUM** NUMBER

Number college science courses taken

How many college-level science courses have you taken?

ENTER NUMBER OF COURSES.

NUMBER:

Entry Mask: Valid Values: O-50 Soft Check: 51-996

2.151 Q153 FIXED Highest high school math

Now, let me ask you to think about the courses you took in high school. What was the highest level of math that you completed in high school?

IF RESPONDENT SAYS "SENIOR MATH," "MATH 2," "MATH 100," OR SOME OTHER GENERAL COURSE, ASK THEM; Would that be algebra, algebra two, geometry, trigonometry, precalculus, calculus, or general math.

- 1 NO MATH IN HIGH SCHOOL/DID NOT GO TO HIGH SCHOOL
- 2 GENERAL MATH, BUSINESS OR VOCATIONAL MATH
- 3 PRE-ALGEBRA
- 4 ONE YEAR OF ALGEBRA
- 5 TWO YEARS OF ALGEBRA
- 6 GEOMETRY(PLAIN OR SOLID OR BOTH)
- 7 TRIGONOMETRY/LINEAR PROGRAMMING/ANALYSIS
- 8 PRE-CALCULUS
- 9 CALCULUS
- 10 STATISTICS/PROBABILITY
- 11 OTHER, SPECIFY
- 2.152 **Q155** YESNO Take HS biology

Did you take a high school biology course?

- 1 YES
- 2 NO
- 2. 153 **Q156** YESNO Take HS chemistry

Did you take a high school chemistry course?

- 1 YES
- 2 NO
- 2. 154 Q157 YESNO Take HS physics

Did you take a high school physics course?

- 1 YES
- 2 NO
- 2. 155 **Q158** YESNO Are you enrolled in school

Are you currently enrolled in school?

- 1 YES
- 2 NO

IF Q158 <> 1, GO TO Q160

Name of program enrolled in

What program are you enrolled in?

ENTER EXACT RESPONSE. IF RESPONDENT GIVES A SUBJECT (BIOLOGY, COMPUTER PROGRAMMING) ASK: What type of degree or certificate do you expect to earn?

PROGRAM DESCRIPTION:

2.157 Q160 FIXED Working full/part time or in school

Last week, were you working full-time, working part-time, going to school, or what?

IF RESPONDENT SAYS GOING TO SCHOOL AND WORKING, ASK HOW MANY HOURS OF WORK
PER WEEK AND CODE AS FULL-TIME (35 HOURS OR MORE) OR PART-TIME WORK.

- 1 WORKING FULL-TIME
- 2 WORKING PART-TIME
- 3 HAS JOB, BUT ON VACTION OR STRIKE
- 4 RETIRED
- 5 UNEMPLOYED, LAID OFF, OR LOOKING FOR WORK
- 6 IN SCHOOL(FULL TIME)
- 7 KEEPING HOUSE
- 8 OTHER, DISABLED, NOT LOOKING FOR WORK

IF Q160 = 5/8, REF, DK, GO TO Q166A

2.156 Q161V UNCODED Kind of work

What kind of work **^T_FILL^(5,6)** you normally do? What **^T_FILL^(7,8)** your job called?

IF RESPONDENT SAYS THEY ARE SELF-EMPLOYED, PROBE FOR FUNCTIONS AND DUTIES.

IF RESPONDENT SIMPLY GIVES THE NAME OF THE COMPANY THEY WORK FOR (BURGER

KING ETC.), PROBE FOR FUNCTIONS AND DUTIES.

ENTER DESCRIPTION:

2.159 Q162 FIXED

Employer government/corp/sel

^T_FILL^(9,10) you employed by a unit of government, a private corporation or ^T_FILL^(13,14) you self-employed?

- 1 A UNIT OF GOVERNMENT
- 2 A PRIVATE CORPORATION (FOR PROFIT AND NOT FOR PROFIT CORPORATIONS)
- 3 SELF-EMPLOYED
- 4 OTHER
- 2.160 **Q163** YESNO

Company sponsor scientific/tech research

^T_FILL^(11,12) the organization or firm for which you ^T_FILL^(15,16) conduct or sponsor any scientific or technological research?

1 YES

2 N O

IF Q160 = 4, GO TO Q166A

2.161 Q164 **YESNO**

Use computer at work

Do you use a computer in your work?

IF Q164 = 2,DK,REF, GO TO Q166A

2.162 Q165A NUMBER Hours personal use on work computer

About how many hours do you personally use your work computer in a typical week?

ENTER EXACT RESPONSE TO NEAREST WHOLE HOUR.

NUMBER OF HOURS:

Entry Mask: _

Valid Values: I-I 68

2.163 Q165B YESNO Have e-mail address at work

Do you have an e-mail address for use at work?

1 YES

2 N O

2.164 Q165C YESNO Access to WWW at work

Do you have access to the World Wide Web through your work computer?

1 YES

IF Q165C = 2,DK,REF, GO TO Q166A

2.165 **Q165D** NUMBER Hours spent on Web at work

During the last month, about how many hours have you spent on the Web at work?

ENTER EXACT RESPONSE TO NEAREST WHOLE HOUR.

NUMBER:

Entry Mask: ____ Valid Values: 0-168

2.166 **Q166A** YESNO Have computer at home

Do you presently have a home computer in your household?

1 YES 2 N O

IF Q166A = 2,DK,REF, GO TO Q174D

2.167 Q166B YESNO More than one computer in HH

Do you have more than one computer in your household?

1 YES

1 YES 2 NO

IF Q166B = 2,DK,REF, GO TO Q167

2. 166 **Q166C** NUMBER How many working computers How many computers do you have in your household that are in working order? **ENTER NUMBER:** Entry Mask: Valid Values: I-5 Soft Check: 6-96 NUMBER Hours/week on personal computer 2. 169 Q167 About how many hours do you personally use your home computer in a typical week? ENTER EXACT RESPONSE TO NEAREST WHOLE NUMBER. NUMBER: Entry Mask: Valid Values: 0-168 2. 170 Q170 **YESNO** Have a CD-ROM Do you have a CD-ROM reader in your home computer?

2. 171 **Q171** YESNO

Have a modem

Do you have a modem in your home computer?

- 1 YES
- 2 NO

IF Q171 = ASKED AND Q171 = 0 AND Q171 = 0, GO BACK TO Q171: "PLEASE ENTER RESPONSE"

IF Q171 = 2,DK,REF, GO TO Q174D

2. 172 Q173 YESNO

Subscribe to on-line service

Do you presently subscribe to any network service like CompuServe, Prodigy, America Online, or any other dial-in service?

- 1 YES
- 2 NO

IF Q173 = 2,DK,REF, GO TO Q174B

2. 173 **Q174A** NUMBER

Hours/month use online service

About how many hours a month do you use a dial-in or network service?

ENTER EXACT NUMBER TO NEAREST WHOLE HOUR.

NUMBER:

Entry Mask: ____ Valid Values: O-744

IF Q165B <> 1, GO TO Q174C

2.174 **Q174B** YESNO

Have E-mail address at home

Do you have an e-mail address that you use with your home computer, separate from your e-mail address at work?

1 YES

2 NO

IF Q174B = ASKED AND Q174B = 0 AND Q174B = 0, GO BACK TO Q174B : "PLEASE ENTER

IF Q165B = 1,DK,REF AND Q174B \Leftrightarrow 0, GO TO Q174D

2.175 Q174C YESNO

Have E-mail that can use at home

Do you have an e-mail address that you can use with your home computer?

1 YES

2 NO

2.176 Q174D YESNO

Have WEB tv at home

Do you have WEB television in your home? That is, do you have access to the World Wide Web through your television?

- 1 YES
- 2 NO

IF Q173 1 AND Q174B 1 AND Q174C 1 AND Q174D 1, GO TO Q176A

2.177 **Q175A** YESNO

Access WWW through home computer

Do you ever access the World Wide Web through your home computer?

- 1 YES
- 2 NO

IF Q175A <> 1, GO TO Q175C

2.178 **Q175B** NUMBER

Hours/month at home on WWW

During the last month, about how many hours have you spent on the Web at home?

ENTER NUMBER OF HOURS:

Valid Values: O-744

IF Q165C ◆ 1 AND Q171 ◆ 1 AND Q174D ◆ 1, GO TO Q176A

2.179 Q175C FIXED Get info from WWW or browse

Have you ever tried to get information about a specific topic or problem on the Internet or the World Wide Web either at work <code>_or_</code> home, or do you usually just browse to see what you can find?

1 HAVE TRIED TO GET SPECIFIC INFORMATION 2 USUALLY JUST BROWSE

IF Q175C > 1, GO TO Q175DV

2.180 Q175D YESNO Can you recall topic

Can you recall the most recent topic or problem that you looked for information about on the Internet or World Wide Web?

1 YES

2 NO

IF Q175D <> 1, GO TO Q175E

2.181 Q175DV UNCODED Topic

Could you describe that topic or problem to me?

ENTER EXACT RESPONSE.

TOPIC:

IF Q175C = 2,REF,DK OR Q175D = 2,REF,DK, GO TO Q176A

2.182 Q175E YESNO

Look for scientific/tech topic

Have you ever looked for information about a scientific or technological topic or problem on the Internet or the World Wide Web?

1 YES

2 NO

IF Q175E = 2,DK,REF, GO TO Q176A

2.183 **Q175EV** UNCODED

Topic

Could you describe that topic or problem to me?

ENTER EXACT RESPONSE.

TOPIC:

2.184 **Q175F** YESNO

Another scientific/tech topic

Have you looked for information about another scientific or technological topic or problem on the Internet or World Wide Web?

1 YES

2 NO

IF Q175F = 2,DK,REF, GO TO Q176A

2.185 Q175FV UNCODED Topic

Could you describe that topic or problem to me?

ENTER EXACT RESPONSE.

TOPIC:

2.186 Q175G YESNO Look for another scientific/tech topic

Have you looked for information about another scientific or technological topic or problem on the Internet or the World Wide Web?

1 YES

2 NO

IF Q175G <> 1, GO TO Q176A

2.187 Q175GV UNCODED Topic

Could you describe that topic or problem to me?

ENTER EXACT RESPONSE.

TOPIC:

2.188 Q176A YESNO Do you smoke

Now, lets change topics.

Do you smoke?

1 YES

2

NO

IF Q176A <> 1, GO TO Q177A

2.189 Q176B NUMBER How many cigarettes/day

On an average day, about how many cigarettes, cigars, or pipes do you smoke?

THERE ARE 20 CIGARETTES IN A PACK. IF A RESPONDENT SAYS THAT THEY SMOKE "ONE PACK A DAY", ENTER 20. HALF PACK, ENTER 10

NUMBER:

Entry Mask: _

Valid Values: 1-175 Soft Check: 176-200

2.190 Q177A PREAMBLE Zip code

-IF ^ZIP CODE^V(G1)

I'd like to confirm your zip code. Is it **^ZIP_CODE^?**

INTERVIEWER: BACKSPACE OVER ZIP CODE AND RETYPE IF NECESSARY.

-ELSE

What is the _zip code- of your residence?

INTERVIEWER: TYPE IN FIVE-DIGIT ZIP CODE.

-END

ZIP CODE: ^E10

IF Q177A = 0 AND Q177A = 0, GO BACK TO Q177A: "PLEASE ENTER RESPONSE"

2.191 **Q177B** FIXED Live in city/town/village/unincorporated

Do you live in a city, town, or village, or do you live in an unincorporated area?

- 1 CITY, TOWN, OR VILLAGE
- 2 UNINCORPORATED AREA

IF Q177B <> 1, GO TO Q179

2.192 Q177C UNCODED Name of city/town/village

What is the name of your city, town, village?

ASK FOR SPELLING IF UNCERTAIN.

CITY NAME:

2.193 Q179 UNCODED Race

What race do you consider yourself?

ENTER EXACT RESPONSE. IF R IS UNSURE OR SAYS "AMERICAN" ASK --Which of the following Census categories do you consider yourself: African American, Hispanic American, White/Caucasian, Asian or Pacific Islander, or American Indian or Alaskan Native?

***** ATTENTION INTERVIEWER: THIS IS A CRITICAL QUESTION. *****

RACE:

IF Q179 → REF AND Q179 → DK, GO TO Q180

2.194 Q179B FIXED Race category

I can certainly understand your hesitation in answering this question. When we gather information it is important to know if people of various ages, races, levels of education, and so forth have different needs. When we run our statistics with this information they will have more meaning. I assure you that protecting your privacy is a major concern and when the results are published they are reported as statistics and it is impossible to associate the answers directly with anyone we've talked to. Into which of these groups could we categorize your response, either African American, Hispanic, or all other groups?

- 1 AFRICAN AMERICAN
- 2 HISPANIC
- 3 ALL OTHER GROUPS

IF Q179B = 2, GO TO Q181

2.195 Q180 YESNO Of Hispanic origin

Are you of Hispanic origin or descent?

1 YES

2 NO

2.198 **Q181** NUMBER Year born

In what year were you born?

***** ATTENTION INTERVIEWER: THIS IS A CRITICAL QUESTION. ***** ENTER R'S BIRTH YEAR:

Entry Mask: ____

Valid Values: 1900-1981 Soft Check: 1885-I 899

IF Q181 O DK AND Q181 O REF, GO TO Q182

2.197 **Q181B** FIXED Year born category

I can certainly understand your hesitation in answering this question. When we gather information it is important to know if people of various ages, races, levels of education, and so forth have different needs. When we run our statistics with this information they will have more meaning. I assure you that protecting your privacy is a major concern and when the results are published they are reported as statistics and it is impossible to associate the answers directly with anyone we've talked to. Into which of these groups could we categorize your response, either 18-24, 25-34, 35-44, 45-64, or 85 and older?

- 1 18-24
- 2 25-34
- 3 35-44
- 4 45-84
- 5 65 OR OLDER

2.198 Q182 FIXED Gender

This completes our interview. Thank you for taking the time to talk with me. Have a good day/evening.

***** ATTENTION INTERVIEWER: THIS IS A CRITICAL QUESTION. *****

CODE RESPONDENT GENDER. IF UNSURE ASK -- I have to read every question on my screen and now my computer wants me to ask you if you are male or

female.

- 1 MALE 2 FEMALE
- **2.199** 4183 FIXED Respondent comprehension

PLEASE RATE THE LEVEL OF RESPONDENT COMPREHENSION OF THE QUESTIONS.

- 1 HIGH LEVEL OF COMPREHENSION
- 2 MODERATE LEVEL OF COMPREHENSION
- 3 LOW LEVEL OF COMPREHENSION
- 2.200 Q184 FIXED Respondent seriousness

PLEASE RATE THE LEVEL OF RESPONDENT SERIOUSNESS.

- 1 VERY SERIOUS
- 2 MODERATELY SERIOUS
- 3 NOT SERIOUS
- 2.201 SPANISH FIXED Interview in Spanish

INTERVIEWER:

WAS THIS INTERVIEW CONDUCTED IN SPANISH?

- 1 Yes
- 2 No

2.202 FEEPAID YESNO

INTERVIEWER:		
WAS A FEE PAID FOR THIS INTERVIEW?		
1 YES 2 NO		
2.203 FEEAMT NUMBER		
WHAT IS THAT AMOUNT THAT IS PAID?		
Entry Mask: Valid Values: 0		
2.204 VAR5 AUTO		
2.205 VAR6 AUTO		
2.206 VAR7 EXCLUDED		
2.207 MAILING1 UNCODED		

2.208 MAILING2 UNCODED

2.209 M2DATE	UNCODED	Date of mailing 2
Entry Mask:		
2.210 MAILING3	UNCODED	
2.211 M3DATE	UNCODED	
Entry Mask:		
2.212 MAILING4	UNCODED	
2.213 M4DATE	UNCODED	date of 4th mailing
Entry Mask:		
2.214 MAILING5	UNCODED	
2.215 M5DATE	UNCODED	
Entry Mask:		
2.216 MAILING6	UNCODED	

2.217 M6DATE UNCODED
Entry Mask:
2.218 POSTCD1 UNCODED
2.219 PSC1 DATE UNCODED
Entry Mask:
2.220 POSTCD2 UNCODED
2.221 PSC2DATE UNCODED
Entry Mask:
2.222 FEDEX1 UNCODED
2.223 FDX1 DATE UNCODED
Entry Mask:

2.224 FEDEX2 UNCODED

2.225 FDX2DATE UNCODED Entry Mask: 2.226 INTERID AUTO 2.227 QUEX_END TIMESTAMP Time elapsed after quex 2.228 VERSION AUTO vq file date-time version contro 2.229 DATEINT CURRENT DATE 4. Questions by Question Instructions. **Questions by Question Instructions** 1999 Study of Public Attitudes Toward and Understanding of Science and Technology

Below are comments on some of the survey questions you will be asking respondents for the Chicago Academy of Sciences project. These comments will be helpful to keep in mind when going through the instrument with respondents. Many of these comments are on the CAT1 screen as reminders. Please feel free to contact your supervisor if you need additional clarifying information on these or other questions.

General Notes:

For all open-ended questions, if the response is something like "Gee, I really don't know," or 'I don't know at this time, "simply type "DK" to speed things up.

In order to weight the file after the survey is completed we need responses to the following Jive CRITICAL ITEMS: age; gender; level of education; race/ethnic@; and number of adults in household. Without this information an interview is lost.

Q 1. Introduction

Respondents who received an advance letter will hear an introduction to the survey when we call that is different from the introduction to non-letter households. Households that received letters will be reminded of the letter. Their introduction states: AYou may recall receiving a letter from us describing this study. @ If these respondents request a letter, you will confirm their name and address and we will mail another letter to their household. If they say nothing, and/or do not want a letter, you will simply continue with the interview.

Respondents who we know were never sent a letter (i.e. we didn=t have an address for them) will not be prompted to see if they want the letter. If they request a letter we will collect their name and address and send one if asked.

Q3.

Now I would like to speak to the person aged 18 or older who had the most recent birthday. What is that **person=s** first name?

THIS IS A RANDOM SELECTION TECHNIQUE. WE ARE USING THIS QUESTION TO OBTAIN A REPRESENTATIVE SAMPLE OF ADULTS IN THE U.S. IF THE RESPONDENT ASKS WHY YOU WANT TO SPEAK WITH THE PERSON WHO HAD THE MOST RECENT BIRTHDAY, REFER TO THE QUESTION AND ANSWER JOB AID WHICH STATES: We do this for statistical reasons only, to obtain a representative sample of people in the country. This is a random selection technique that is used by many researchers.

Q6.

This interview will take between 15 and 30 minutes, depending largely on your answers. May we begin now?

DO NOT READ THIS QUESTION UNLESS THE RESPONDENT ASKS HOW LONG THE INTERVIEW WILL TAKE. YOU MAY SIMPLY ENTER THROUGH THIS SCREEN BY SELECTING >YES= UNLESS THE RESPONDENT REFUSES AT THIS POINT. IF THE RESPONDENT REFUSES, MAKE AN APPOINTMENT AND END

THE		ΔS	T
$\mathbf{H}\mathbf{H}\mathbf{F}$. (A.	Œ

Q7 through Q18

ONCE THE RESPONDENT CATCHES ON TO THE ANSWER SCHEME, I.E. VERY INTERESTED, MODERATELY INTERESTED, OR NOT AT ALL INTERESTED, IT IS NOT NECESSARY TO READ THESE ANSWER CATEGORIES TO THE RESPONDENT.

Q 19 through Q29

ONCE THE RESPONDENT CATCHES ON TO THE ANSWER SCHEME, I.E. VERY WELL INFORMED, MODERATELY WELL INFORMED, OR POORLY INFORMED, IT IS NOT NECESSARY TO READ THESE ANSWER CATEGORIES TO THE RESPONDENT.

C-78

O30

Now let me change the topic slightly and ask you how you get information. First, how often do you read a newspaper: every day, a few times a week, once a week, or less than once a week?

1> every day

2> a few times a week

3> once a week

4> less than once a week

INTERVIEWER: IF RESPONDENT ASKS IF IT COUNTS IF THEY READ THE NEWSPAPER ON THE WEB, SAY "YES."

.....

Q31

Are there any magazines that you read regularly, that is, most of the time?

INTERVIEWER: IF RESPONDENT ASKS IF IT COUNTS IF THEY READ A MAGAZINE ON THE WEB, SAY "YES."

IF RESPONDENT ASKS WHAT IS **AREGULARLY@** YOU MAY CLARIFY BY SAYING USUALLY, MOST OF THE TIME, OR MOST ISSUES OF

Q36

Do you ever read any science magazines?

IF A RESPONDENT NAMED A SCIENTIFIC MAGAZINE IN THE PREVIOUS QUESTIONS, AND NOW SAYS "I JUST TOLD YOU NATIONAL GEOGRAPHIC" JUST SELECT "SEE EARLIER RESPONSE"

IF RESPONDENT ASKS IF IT COUNTS IF THEY READ A MAGAZINE ON THE WEB, SAY "YES."

IF RESPONDENT ASKS, AWHAT DO YOU MEAN BY A SCIENCE MAGAZINE? ANSWER AWHAT YOU THINK OF AS A SCIENCE MAGAZINE AND TYPE IN THE RESPONSE VERBATIM, EVEN IF THEY SAY SOMETHING LIKE ANEW WOMAN MAGAZINE.

[This page left blank intentionally.]

Q39

Altogether, on an average day, about how many hours would you say that you watch television?

ENTER NUMBER OF HOURS AND NUMBER OF MINUTES; ENTER ZERO FOR NONE OR LESS THAN 15 MINUTES.

.....

Q40

About how many of those hours are news reports or news shows?

ENTER NUMBER OF HOURS AND NUMBER OF MINUTES; ENTER ZERO FOR NONE OR LESS THAN 15 MINUTES.

Q41

Do you have cable or satellite television service in your home?

PROBE IF RESPONDENT RESPONDS >YES= WITHOUT SAYING WHETHER SHE HAS CABLE OR SATELLITE.

Q44

Which science or nature show do you watch most often?

ENTER EXACT RESPONSE.

IF RESPONDENT SAYS "DISCOVERY," OR "DISCOVERY CHANNEL," PROBE FOR SPECIFIC SHOW. IF RESPONDENT SAYS "CHANNEL 8" OR "CHANNEL 13" TRY AND PROBE FOR THE NAME OF A SPECIFIC SHOW OR TYPE OF CHANNEL.

Q45

About how many times a month do you watch this show?

ENTER NUMBER OR ZERO IF R COULD NOT NAME A SPECIFIC SHOW. IF RESPONDENT SAYS THEY WATCH THE SHOW LESS THAN ONCE A MONTH, OR ONCE EVERY OTHER MONTH, ENTER ZERO.

[This page left blank intentionally.]

Q52 On an average day, about how many hours would you say that you listen to a radio?
ENTER NUMBER OF HOURS AND NUMBER OF MINUTES. ENTER 0 FOR NONE OR LESS THAN 15 MINUTES.
-
Q53 About how many of those hours are news reports or news shows?
ENTER NUMBER OF HOURS AND NUMBER OF MINUTES. ENTER 0 FOR NONE OR LESS THAN 15 MINUTES.
Now, let me ask you about your use of museums, zoos, and similar institutions. I am going to read you a short list of places and ask you to tell me how many times you visited each type of place during the last year, that is, the last 12 months. If you did not visit any given place, just say none. First, an art museum. How many times did you visit it during the last year?
FOR THIS ENTIRE SERIES OF QUESTIONS ENTER NUMBER OF VISITS OR ZERO.
FOR THE ENTIRE SERIES IF A RESPONDENT INDICATES THAT THEY VISITED "2 TO 3 TIMES" TYPE IN THE LOWEST NUMBER. DON'T PROBE FOR A MORE SPECIFIC ANSWER BY SAYING "WELL, WAS IT CLOSER TO 2 OR 3 TIMES."
IF A PERSON SAYS THAT THEY MADE A "HALF-DOZEN VISITS" TYPE IN "6."

Q58b

During the last 12 months, did you borrow any books from the public library?

1> yes 2> no

IF RESPONDENT ASKS DOES IT COUNT IF I BORROWED A BOOK FOR SOMEONE ELSE, SUCH AS A CHILD, IF IT WAS FOR A FAMILY MEMBER SAY >YES=. IF IT WAS FOR A NON-FAMILY MEMBER SAY ANO@.

-

Q58d

During the last, 12 months, did you borrow any video tapes from the public library?

IF RESPONDENT ASKS DOES IT COUNT IF I BORROWED A TAPE FOR SOMEONE ELSE, SUCH AS A CHILD, IF IT WAS FOR A FAMILY MEMBER SAY >YES=. IF IT WAS FOR A NON-FAMILY MEMBER SAY ANO@.

_

Q59a

During the last 12 months, did you buy any books?

1> yes

2> no

IF RESPONDENT ASKS DOES IT COUNT IF I BOUGHT BOOKS FOR SOMEONE ELSE, SUCH AS A CHILD, IF IT WAS FOR A FAMILY MEMBER SAY >YES=. IF IT WAS FOR A NON-FAMILY MEMBER SAY ANO@.

062

In your own words, could you tell me what it means to study something scientifically?

ENTER EXACT RESPONSE. DO NOT PROBE FURTHER.

IMPORTANT WORDS TO RECOGNIZE AND RECORD CORRECTLY (SEE YOUR SPELLING JOB AID FOR EASY REFERENCE):

hypothesis

experiment

control

control group

compare

testing

controlled environment rigorous	
systematic statistics	
	,

Q64

Please tell me, in your own words, what is the Internet?

ENTER EXACT RESPONSE. DO NOT PROBE FURTHER.

IMPORTANT WORDS TO RECOGNIZE AND RECORD (SEE YOUR SPELLING JOB AID FOR EASY REFERENCE):

Network

Computer

Backbone

TCP/IP

ARPAnet

Gopher

Telnet

FTP

Q66

Please tell me, in your own words, what is DNA?

ENTER EXACT RESPONSE. DO NOT PROBE FURTHER.

IMPORTANT WORDS TO RECOGNIZE AND RECORD CORRECTLY (SEE YOUR SPELLING JOB AID FOR EASY REFERENCE):

Deoxyribonucleic acid

chromosome

heredity

genetic

gene

genetic code

double helix

Q 66a ASK OF Q 65=1 OR Q65=2

If you wanted to find DNA in the human body, where would you expect to find it?

IT IS VERY IMPORTANT TO CAPTURE EVERYTHING THE RESPONDENT SAYS FOR THIS ITEM. DO NOT PARAPHRASE THE REPLY. PROBING WILL ALSO

BE IMPORTANT ON THIS ITEM. IF THE RESPONDENT SAYS, AIT=S FOUND IN BLOOD@, THEN PROBE SAYING, AANYWHERE ELSE?@ KEEP USING THIS PROBE UNTIL THE RESPONDENT FINISHES.

IF THE RESPONDENT STARTS OFF IMMEDIATELY BY SAYING AEVERYWHERE IN THE BODY OR ATHROUGHOUT THE ENTIRE BODY@ NO FURTHER PROBE IS NECESSARY.

068

Please tell me, in your own words, what is a molecule?

ENTER EXACT RESPONSE. DO NOT PROBE FURTHER.

IMPORTANT WORDS TO RECOGNIZE AND RECORD CORRECTLY (SEE YOUR SPELLING JOB AID FOR EASY REFERENCE):

particle

matter

atom

-

O70

Please tell me, in your own words, what is radiation?

ENTER EXACT RESPONSE. DO NOT PROBE FURTHER.

IMPORTANT WORDS TO RECOGNIZE AND RECORD CORRECTLY (SEE YOUR SPELLING JOB AID FOR EASY REFERENCE):

energy

heat

emission/emitted

-

079

Now, please think about this situation. Two scientists want to know if a certain drug is effective against high blood pressure. The first scientist wants to give the drug to a 1000 people with high blood pressure and see how many of them experience lower blood

pressure levels. The second scientist wants to give the drug to 500 people with high blood pressure, and not give the drug to another 500 people with high blood pressure, and see how many in both groups experience lower blood pressure levels. Which is the better way to test this drug?

1> All 1000 get the drug

2> 500 get the drug; 500 don't

IF THE RESPONDENT ASKS WHETHER OR NOT A PLACEBO WAS GIVEN, INDICATE THAT "IN THIS CASE THERE WAS NO PLACEBO GIVEN.

Q80

Why is it better to test the drug this way?

ENTER EXACT RESPONSE. DO NOT PROBE FURTHER

IMPORTANT WORDS TO RECOGNIZE AND RECORD:

experiment control control group compare comparative

Q82

I'm going to read to you some statements such as those you might find in a newspaper or magazine article. For each statement, please tell me if you generally agree or generally disagree. If you feel especially strongly about a statement, please tell me that you strongly agree or strongly disagree. Ok?

NOTE: OK? IS A RHETORICAL QUESTION. DO NOT WAIT FOR A RESPONSE TO OK?

498

Now for a different type of question. People have frequently noted that scientific research has produced both beneficial and harmful consequences. Would you say that, on balance,

the benefits of scientific research have outweighed the harmful results or have the harmful results of scientific research been greater than its benefits?

NOTE THAT THE ANSWERS INCLUDE AN OPTION FOR AABOUT EQUAL@ EVEN THOUGH THIS DOES NOT APPEAR IN THE QUESTION.

Q144

Can you recall an issue that you made a contact about?

ENTER EXACT RESPONSE. IF R MENTIONS A PIECE OF LEGISLATION BY NUMBER, PROBE FOR CONTENT OF BILL.

Q147a

How many adults 18 years of age or older regularly live in your home?

THIS IS ONE OF THE CRITICAL ITEMS NECESSARY FOR WEIGHTING THE FILE AFTER THE SURVEY IS COMPLETED. IF THE RESPONDENT REFUSES TO INDICATE HOW MANY ADULTS LIVE IN THE HOUSEHOLD READ ANY PORTION OF THE FOLLOWING TEXT NECESSARY TO GET A RESPONSE:

I CAN CERTAINLY UNDERSTAND YOUR HESITATION IN ANSWERING THIS QUESTION. WHEN WE GATHER INFORMATION IT IS IMPORTANT TO KNOW IF PEOPLE OF VARIOUS AGES, RACES, LEVELS OF EDUCATION, AND SO FORTH HAVE DIFFERENT NEEDS. WHEN WE RUN OUR STATISTICS WITH THIS INFORMATION THEY WILL HAVE MORE MEANING. I ASSURE YOU THAT PROTECTING YOUR PRIVACY IS A MAJOR CONCERN AND WHEN THE RESULTS ARE PUBLISHED THEY ARE REPORTED AS STATISTICS AND IT IS IMPOSSIBLE TO ASSOCIATE THE ANSWERS DIRECTLY WITH ANYONE WE'VE TALKED TO.

Q148

Do you have any children?

ENTER NUMBER OF CHILDREN OR ZERO FOR NONE.

4149

Do you have any children under age 18 who currently live with you?

ENTER NUMBER OF CHILDREN OR ZERO FOR NONE.

-

Q150

What is the highest level of education you completed?

DO NOT READ OPTIONS!

- 1> Grade 6 or less
- 2> Grade 7 through 9
- 3> Grade 10 or 11
- 4> High school diploma/GED
- 5> Vocational less than 2 years
- 6> Associate (AA, AS)
- 7> Baccalaureate (BA, BS)
- 8> Masters (MA, MS)
- **8**> Doctorate (Ph.D., Ed.D.)
- 9> Professional (medical, dental, legal)
- 10> Other

BE VERY CAUTIOUS ABOUT PLACING RESPONDENTS IN THE @OTHER@ CATEGORY AS IT MAY CAUSE INCORRECT BRANCHING. IF SOMEONE SAYS THEY HAD A3 YEARS OF COLLEGE@ OR A2 YEARS OF COLLEGE@ THEY SHOULD BE ASSIGNED 4, HIGH SCHOOL DIPLOMA.

THIS IS ONE OF THE CRITICAL ITEMS NECESSARY FOR WEIGHTING THE FILE AFTER THE SURVEY IS COMPLETED. IF THE RESPONDENT REFUSES TO GIVE THEIR HIGHEST LEVEL OF EDUCATION READ ANY PORTION OF THE FOLLOWING TEXT NECESSARY TO GET A RESPONSE:

Q150C

I CAN CERTAINLY UNDERSTAND YOUR HESITATION IN ANSWERING THIS QUESTION. WHEN WE GATHER INFORMATION IT IS IMPORTANT

TO KNOW IF PEOPLE OF VARIOUS AGES, RACES, LEVELS OF EDUCATION, AND SO FORTH HAVE DIFFERENT NEEDS. WHEN WE RUN OUR STATISTICS WITH THIS INFORMATION THEY WILL HAVE MORE MEANING. I ASSURE YOU THAT PROTECTING YOUR PRIVACY IS A MAJOR CONCERN AND WHEN THE RESULTS ARE PUBLISHED THEY ARE REPORTED AS STATISTICS AND IT IS IMPOSSIBLE TO ASSOCIATE THE ANSWERS DIRECTLY WITH ANYONE WE'VE TALKED TO.

WHICH OF THESE GROUPS COULD WE CATEGORIZE YOUR RESPONSES? WOULD YOU SAY LESS THAN A HIGH SCHOOL DIPLOMA, YOU RECEIVED A HIGH SCHOOL DIPLOMA/GED, OR YOU HAVE A BACCALAUREATE DEGREE OR HIGHER.

Q152

Have you ever taken any college-level science courses?

ENTER NUMBER OF COURSES OR ZERO FOR NONE.

Q153

Now, let me ask you to think about the courses you took in high school. What was the highest level of math that you completed in high school? DO NOT READ OPTIONS!

1> no math in HS; didn't go to HS

2> general math, business or vocational math

3> pre-algebra

4> one year of algebra

5> two years of algebra

6> geometry (plane or solid or both)

7> trigonometry/linear programming/analysis

8> pre-calculus

9> calculus

1 0> statistics/probability

11> Other

IF A RESPONDENT SAYS "Senior math," "Math 2," Math 100," OR SOME OTHER GENERAL COURSE, PLEASE ASK THEM: Would that be algebra, algebra two, geometry, trigonometry, pre-calculus, calculus, or general math?

Q159
What program are you enrolled in? ENTER EXACT RESPONSE.

IF RESPONDENT JUST GIVES A SUBJECT (FOR EXAMPLE, BIOLOGY, OR COMPUTER **PROGRAMMING**) PROBE BY ASKING : WHAT TYPE OF DEGREE OR CERTIFICATE DO YOU EXPECT TO EARN?

_

Last week, were you working full-time, working part-time, going to school, or what?

- 1> working full-time
- 2> working part-time
- 3> has job, but on vacation or strike
- 4> retired
- 5> unemployed, laid off, or looking for work
- 6> in school (full-time)
- 7> keeping house
- 8> other, disabled, not looking for work

IF R SAYS GOING TO SCHOOL AND WORKING, ASK HOW MANY HOURS OF WORK PER WEEK AND CODE AS FULL-TIME (35 HOURS OR MORE) OR PART-TIME WORK.

0161

What kind of work do/did you normally do? What is/was your job called?

IF RESPONDENT SAYS THEY ARE "SELF-EMPLOYED PROBE FOR FUNCTIONS AND DUTIES.

IF RESPONDENT SIMPLY GIVES THE NAME OF THE COMPANY THEY WORK FOR (FOR EXAMPLE, "I WORK AT BURGER KING," "I WORK FOR FORD") PROBE FOR FUNCTIONS AND DUTIES.

IF THE RESPONDENT REPLIES AEDUCATOR® TRY TO FIND OUT WHAT THEIR ROLE IS , FOR EXAMPLE, PRINCIPAL, KINDERGARTEN TEACHER, OR COLLEGE PROFESSOR.

Q165a

About how many hours do you personally use your work computer in a typical week?

ENTER EXACT RESPONSE TO NEAREST WHOLE HOUR.

Q165d
During the last month, about how many hours have you spent on the Web at work?
ENTER EXACT RESPONSE TO NEAREST WHOLE HOUR.
-
Q167
About how many hours do you personally use your home computer in a typical week?
Troote now many nours do you personany use your nome computer in a typical week.
ENTER EXACT RESPONSE TO NEAREST WHOLE HOUR.
ENTER EXACT RESPONSE TO NEAREST WHOLE HOUR.

Q174a
About how many hours a month do you use a dial-in or network service?
ENTER EXACT NUMBER TO NEAREST WHOLE HOUR.
ENTER EXECT NONDER TO NEXEMBEL WHOLE HOUR
-
01881
Q175b
During the last month, about how many hours have you spent on the Web at home?
ENTER EXACT NUMBER TO NEAREST WHOLE HOUR.
Question 175dy
Question 175dv
Could you describe that topic or problem to me?
ENTER EXACT RESPONSE.

Q175ev Could you describe that topic or problem to me?
ENTER EXACT RESPONSE.
Q176A Now let=s change topics. Do you smoke?
TAKE THE TIME TO MAKE A SMOOTH TRANSITION INTO THE RESPONDENT BACKGROUND QUESTIONS.

Q176b On an average day, about how many cigarettes, cigars, or pipes do you smoke?
ENTER NUMBER THERE ARE 20 CIGARETTES IN A PACK. IF A RESPONDENT SAYS THAT THEY SMOKE "ONE PACK A DAY" ENTER 20. IF THEY SAY THAT THEY SMOKE "HALF A PACK A DAY" ENTER 10.
_
Q177c What is the name of your city, town, or village?
ENTER NAME. ASK FOR SPELLING IF UNCERTAIN.
Q179 What race do you consider yourself!
ENTER EXACT RESPONSE. IF R IS UNSURE, OR SAYS "AMERICAN", ASK:
Which of the following Census categories do you consider yourself: African American,

Hispanic American, White/Caucasian, Asian or Pacific Islander, or American Indian or

Alaskan Native?

THIS IS ONE OF THE CRITICAL ITEMS REQUIRED FOR WEIGHTING THE FILE WHEN INTERVIEWING IS COMPLETED. IF THE RESPONDENT REFUSES TO ANSWER THIS QUESTION READ ANY PORTION OF THE FOLLOWING TEXT NECESSARY TO GET A RESPONSE.

Q192b

I CAN CERTAINLY UNDERSTAND YOUR HESITATION IN ANSWERING THIS QUESTION. WHEN WE GATHER INFORMATION IT IS IMPORTANT TO KNOW IF PEOPLE OF VARIOUS AGES, RACES, LEVELS OF EDUCATION AND SO FORTH HAVE DIFFERENT NEEDS. WHEN WE RUN OUR STATISTICS WITH THIS INFORMATION THEY WILL HAVE MORE MEANING. I ASSURE YOU THAT PROTECTING YOUR PRIVACY IS A MAJOR CONCERN AND WHEN THE RESULTS ARE PUBLISHED THEY ARE REPORTED AS STATISTICS AND IT IS IMPOSSIBLE TO ASSOCIATE THE ANSWERS DIRECTLY WITH ANYONE WE'VE TALKED TO.

INTO WHICH OF THESE GROUPS COULD WE CATEGORIZE YOUR RESPONSES? EITHER AFRICAN AMERICAN, HISPANIC, OR ALL OTHER GROUPS.

O 181

In what year were you born?

ENTER ALL FOUR DIGITS OF BIRTH YEAR.

IF R WON'T GIVE EXACT YEAR, ASK FOR DECADE, AND ENTER MIDPOINT. EXAMPLE: 1940s IS ENTERED AS 1945.

THIS IS ONE OF THE CRITICAL QUESTIONS REQUIRED TO WEIGHT THE FILE ONCE INTERVIEWING IS COMPLETED. READ ANY PORTION OF THE FOLLOWING TEXT NECESSARY TO OBTAIN A RESPONSE.

O181b

I CAN CERTAINLY UNDERSTAND YOUR HESITATION IN ANSWERING THIS QUESTION. WHEN WE GATHER INFORMATION IT IS IMPORTANT TO KNOW IF PEOPLE OF VARIOUS AGES, RACES, LEVELS OF EDUCATION, AND SO FORTH HAVE DIFFERENT NEEDS. WHEN WE RUN OUR STATISTICS WITH THIS INFORMATION THEY WILL HAVE MORE MEANING. I ASSURE YOU THAT PROTECTING YOUR PRIVACY IS A

MAJOR CONCERN AND WHEN THE RESULTS ARE PUBLISHED THEY ARE REPORTED AS STATISTICS AND IT IS IMPOSSIBLE TO ASSOCIATE THE ANSWERS DIRECTLY WITH ANYONE WE'VE TALKED TO.

INTO WHICH OF THESE GROUPS COULD WE CATEGORIZE YOUR RESPONSES?

EITHER 18-24, 25-34, 35-44, 45-64, OR 65 AND OLDER.

Q 182

This completes our interview. Thank you for taking the time to talk with me. Have a good day/evening.

CODE RESPONDENT GENDER. IF UNSURE, ASK: "I have to read every question on my screen and now my computer wants me to ask if you are male or female."

1> male

2> female

Q183

PLEASE RATE THE LEVEL OF RESPONDENT COMPREHENSION OF THE OUESTIONS:

- 1> HIGH LEVEL OF COMPREHENSION
- 2> MODERATE LEVEL OF COMPREHENSION
- 3> LOW LEVEL OF COMPREHENSION

ON THIS QUESTION THINK ABOUT HOW QUICKLY OR CONFIDENTLY THE RESPONDENT ANSWERED QUESTIONS THROUGHOUT THE INTERVIEW. DID THEY READ AND FOLLOW SCIENCE DEVELOPMENTS? DID THEY ADD INFORMATION OR WANT TO EXPAND ON SIMPLE ANSWERS? THIS WOULD PROBABLY INDICATE A HIGH LEVEL OF COMPREHENSION.

IF THE RESPONDENT WAS UNINTERESTED IN SCIENTIFIC DEVELOPMENTS OR DID NOT KNOW OR UNDERSTAND MANY OF THE SCIENCE QUESTIONS IT COULD INDICATE A LOW LEVEL OF COMPREHENSION.

5. Gaining Cooperation. Gaining Cooperation

5a. Listening to the Respondent

Why do people **find** survey research interesting? What encourages them to participate? What makes them hesitate? Most important, what can an interviewer do to understand the respondent?

A good interviewer knows how to assertively inform, assure, and persuade without pushing the respondent into a defensive position. This requires an innate understanding of human nature seasoned with empathy, flexibility, enthusiasm, humor, and a strong sense of personal commitment to the study.

5b. Keeping the Respondent Interested

If you made a list of all the social issues mentioned in **today=s** newspaper -- politics, education, psychology, health, economics, law, crime -- you'd have a rough outline of subjects that are explored through survey research.

If you subdivided those broad categories into specific topics -- voter behavior, school funding, managed care, inflation, gun control, community policing -- you'd get some very specific social concerns that have been researched at NORC.

5bl. The ABig Picture@

Morning, afternoon, and evening, seven days a week, the research continues. At any moment, NORC interviewers may be calling a select group of people who were exposed to a toxic chemical, hold a specialized degree, or have dealt with a particular problem. Or they may be calling the public at random to find out how Americans feel about the next election, the environment, or guns and violence.

None of this would happen if we couldn't keep people on the phone. Regardless of the subject matter, population surveyed, or focus of the project, in order to get a wide variety of opinions it is the interviewer's responsibility to keep respondents interested -- not always an easy job.

So it will help to know what interests people, what makes them want to be interviewed, and why they accept or refuse when asked to take part in social science research

5b2. The First 15 Seconds

In the first 15 seconds of a phone call, the interviewer conveys an enormous amount of very specific information. They may be expected to describe NORC, the nature of social science research, the topic to be studied, the population sampled, the format of the survey, and the length of the questionnaire. By then

the respondent should be convinced that it will be important, interesting, and in some way rewarding to participate in the survey.

But it=s not over yet. As the conversation proceeds and the actual questionnaire begins, the interviewer must be alert to any concern or reluctance, always looking ahead for any possible obstacles to completing the interview, then dealing with them quickly and efficiently. In short, the interviewer constantly works at understanding the respondent and gaining cooperation.

5c. Why People Participate

Here are some common reasons why people participate in social science research:

Self-Importance. They feel a sense of importance in being considered members of a select group.

Intellectual Curiosity. They want to find out more about a topic that interests them.

Civic Duty. They feel obligated to take part in the survey as their civic duty.

Being Heard. They like to talk, and they like others to listen to their opinions.

No Resistance. They find it hard to say, ANo.@

Loneliness. They are lonely and need to talk to someone.

Group Identity. They belong to a particular group, and they want their group experiences and views passed on to the client.

Making a Difference. They feel that something good may happen as a result of their voice being heard.

5d. Why People Hesitate

Here are some possible reasons why people may hesitate to participate in social science research:

Lack of Identity. They don=t feel a sense of importance from being one of a selected group asked to participate. They don=t feel a sense of identity, or that their opinion Acounts.@

Bored. They think that the topic or survey will be boring.

No **Obligation.** They don=t feel obligated in any way to participate.

Keep to Themselves. They **don=t** like to talk, particularly on the phone. They may feel uncomfortable sharing their opinions with strangers.

Innate Resistance. They automatically say, ANo.@

Always Busy. They have a full day, a hectic family life, or an otherwise busy schedule, and they **don=t** have time to talk to anyone.

Lack of Group Identity. They **don=t** identify with any particular group.

No Difference. They feel that **they=d** be wasting their time, that research surveys **don=t** make a difference anyway, that it **won=t** matter whether their voice is included.

Apathy. They=re Anot interested,@ and don=t care about the topic or research surveys.

Confuse with Telemarketing. They **don=t** want to buy anything. They assume that this is a telemarketing pitch, confusing social science research with a sales call.

5e. Dealing with Initial Objections

Today's fast pace, packed schedules, and non-stop communication have led to a world of beepers, e-mail, cellular phones, and faxes. Be realistic. Our respondents are already dealing with a lot of interruptions in their personal time. A call from a research organization can be perceived as just one more interruption. A good interviewer recognizes this and responds in several ways:

Listening. Really hearing the reason behind respondent's concerns.

Empathizing. Showing concern and understanding for the respondent=s situation.

Identifying. Depicting the source of the hesitation or objection.

Responding. Taking action in a way that will lessen or overcome any reluctance.

Informing. Explaining the importance of survey research and the topic of study.

Persuading. Convincing the respondent that his/her participation is vital.

Controlling. Controlling the call and keeping the respondent interested.

5f. Controlling the Call

The last item on the list above is an important one. Over time you'll have the opportunity to talk to all types of people. Some will be pleasant, others will be overly friendly. Some will be mildly interested in the study, others will be fascinated by survey research and ask millions of questions. Every respondent is different and each call is a unique experience.

The first thing to remember, then, once that phone is picked up, is who controls the call.

The interviewer's main job, of course, is to administer the questionnaire. A strong knowledge of the study, relaxed familiarity with the instrument, neutral presentation of the questions, and accurate recording of the responses are vital contributions to a successful data collection process.

But even the most cooperative and attentive respondents may occasionally stray from the interview. They may intend to be friendly, interested,, or "helpful" by chatting, joking, making small talk, asking questions, adding personal comments, or otherwise offering unnecessary information. And those who are reluctant, suspicious, or hostile may try to challenge the interviewer, change the subject, bring up irrelevant issues, or redirect the conversation.

Remember, the interviewer CONTROLS the call from the moment the respondent picks up the phone. Time and focus are lost when the conversation veers "off the track." If this happens, listen politely, then promptly redirect the conversation back to the interview.

5g. Respondents Who Need Redirecting

Certain types of respondents may lose focus during the interview, take control, and get you Aoff track.@ Here are some suggestions for Aredirecting@ the conversation and getting back to the interview:

The Talkative Respondent. A respondent may interrupt the questions or deviate from the interview with chatty comments, anecdotes, or small talk. The interviewer should courteously say, AThat=s very interesting,@ then continue reading the question at hand. Another strategy is to politely listen to the respondent=s comments, then direct attention back to the survey by saying, ANow thinking only about . . . @ and rereading the question or part of the question

The Interested Respondent. A respondent may want to discuss an interest in the project, give an opinion on a social issue, or the express a curiosity in the process of survey research itself. Any questions not pertinent to the survey should be handled by politely answering as quickly as possible, then returning to the interview by repeating your last unanswered question.

The Concerned Respondent. Address any concerns that will assure the respondent of **NORC's** identity, the nature of the study, or the promise of confidentiality, without getting involved in unnecessary conversation. A list of "commonly asked questions" and suggested answers, approved by the client, is often supplied during project-specific training.

The Curious Respondent. Sometimes a respondent "turns the tables" and asks the interviewer to share personal information, offer an opinion, comment on the survey, or reveal common responses. Always decline to give personal opinions or comments, then return to the interview. If the respondent persists, make it clear that as an unbiased interviewer you are required to remain neutral and keep personal feelings, reactions, and opinions to yourself. Even when pressed, never allow yourself to "rate" respondent answers, comment on trends seen in the data collection, or reveal "popular" or "unpopular" responses that you may have noticed during the process of interviewing.

The Confused Respondent. Occasionally a respondent may ask the interviewer to define a word or clarify a phrase. **Don=t** try to explain the meaning in your own words; simply reread the question. If each interviewer tried to interpret and or explain meanings, the danger of bias would arise. On some studies, the project may provide **definitions** for particularly difficult words or technical terminology. In those cases, the interviewer may read the approved definitions as needed.

5h. Understanding the Reluctant Respondent

More than 50 years of research experience has led to the realization that certain types of sample members are more likely than others to refuse to participate in survey research. Why do certain people turn down the chance to be interviewed? What can an interviewer do to convince them?

The tables that follow (Exhibit 6A) list several categories of such respondent types, some possible reasons for their reluctance, and suggested interviewing techniques that may help to convince them. Become familiar with these categories, and you=ll understand why some people are reluctant and how to respond to their concerns.

Types of Reluctant Respondents

Respondent Type	Why They Are Reluctant	What the Interviewer Can Do
Suspicious Respondents	These respondents often think that the interviewer is trying to sell them something or is part of some sort of government scam to get information from them.	Don=t come across as too slick, canned, or rehearsed in your approach. Use all help sheets and Q by Qs available to promote NORC and social science research, but don=t read them word-for-word. Use a conversational yet professional style.
Gatekeepers / Protectors	These people are also suspicious but are not truly respondents. They are usually receptionists, secretaries, administrative assistants, or even household members who need to know why you want to talk to their wife/husband/child. They are usually protecting their Aboss@ or family member from being disturbed.	Be sympathetic with gatekeepers and validate their concerns. Assure them of the legitimacy of the call and of NORC. Use all help sheets and give specific information. Make appointments and enter clear call notes describing the gatekeepers= concerns. Be careful not to breach confidentiality rules when recording call note.
Private Person(s)	These people are not accustomed to giving their opinions or discussing their views and are reluctant to give out personal information. They may think their opinions aren=t important or won=t be acted on anyway, or that the interviewer shouldn=t be asking such personal questions.	Keep the conversation open by stressing confidentiality of their responses and the importance of their views. It is crucial to engage the respondents in enough conversation to establish rapport. In some projects, you can offer to send literature about NORC or the project and call back in a week or so. Maintain a nonaggressive, friendly yet professional manner/tone.
Very Busy Respondents	These people have limited time due to numerous personal concerns or job-related obligations.	Stress the importance of research and the need to include all types of people in an accurate research sample. Emphasize the potential for influencing public policy, particularly in determining how tax dollars are spent. Suggest starting the interview and getting as far as you can. If that fails, offer to call back at a more convenient time, stressing that NORC is open seven days a week. (Do not offer to do only part; but if they must hang up, finish at a later time.)
Apathetic Respondents	These respondents can=t be bothered with an interview, and why should they? They believe that no one cares what they think and it wouldn=t make any difference anyway.	Engage these respondents in conversation about the project in a friendly yet professional way. Explain the goals of the research. Stress that their opinions really DO matter and this is their chance to make an impact. Explain that they cannot be replaced, that their views are important in obtaining a scientific representation of the population.
Two-Income Families	These respondents are very busy, with combined pressures of jobs and families. Time is at a premium. They may place a dollar value on their time.	Empathize with them. Explain that you can call back to fit their schedule (i.e., AI realize how busy you are@ or AYour views are important to the success of the study and you will have a unique opportunity to make your voice heard@).

Respondent Type	Why They Are Reluctant	What the Interviewer Can Do
Unpleasant People	These are often respondents who have answered the phone at a bad time, after a difficult day, or during a trying situation (i.e., a death in the family, personal problems, etc.). Even the nicest people can appear to be rude or abrupt under such circumstances.	Be brief, and acknowledge that you may have called at a bad time. Apologize for the interruption. Maintain a pleasant, professional manner regardless of their response. Call them back another day. (Sometimes it is best NOT to ask when to call back; just judge for yourself and make the appointment.)
Ethnic Respondents	Some ethnic respondents have trouble understanding what the interviewer is saying or the interviewer may have problems understanding them.	When language barriers arise, don=t frustrate these respondents or yourself. Find out if someone else in the HH speaks English. If allowed by the project, use a Spanish help sheet when appropriate.
	Even when they DO speak English, they may be hesitant to give information.	Assure these respondents of the confidentiality of the project. Avoid elaborate explanations.
Young Adults	These respondents are seldom at home and sometimes are bard to motivate to participate in surveys.	Try to do the interview the first time you get in contact with these respondents. To get them interested, use the prompt, ALet=s just get started and see how far we can get.@
Elderly Respondents	Some elderly respondents are reluctant because they do not trust phone callers and have be warned to beware of scams. They also may not hear well or may have other physical handicaps that make clear communication difficult.	When the R sounds like an elderly respondent, speak a cen little more slowly and clearly, but do NOT overemphasize. This is condescending and annoying. Do NOT assume that all elderly people are hard of hearing. Keep explanations about the study short and to the point. Emphasize that the study is being done purely for research, and emphasize confidentiality of all answers.
Business Professionals	Once the interviewer has passed the gatekeeper, these respondents may indicate that they have very little time to doing an interview on the phone. Some may even insist that their time is worth hundreds of dollars an hour.	Try to do the interview at the first contact. To get these respondents interested, use the prompt, ALet=s just get started and see how far we can get.@ Be sympathetic and understanding. Validate their feelings, stating that you know they are very busy and you appreciate their involvement. Mention that other people in their field have participated and found it interesting. On some projects, it is effective to provide the 800 number to call when they have time.
Informants	These people are contacted while trying to locate the true respondent. They are related to or acquainted with the respondent, and may be relatives, neighbors, or friends. They may be reluctant to give information about the respondent until they trust you and believe that the reason for your search is worthwhile.	Assure them of the confidentiality of the project. Verify the identity of NORC and give any information that validates the need to get in touch with the respondent. On some projects, the 800 number can be given so they can discuss the issue with the respondent, then call in with additional information. If this is a longitudinal study (and it is correct), you may say that the respondent elected them as knowledgeable people who could update address information in the event of a move.

5i. Gaining cooperation from the person on the other end of the phone is a daily challenge for the telephone interviewer. It leads directly to the success of a study, because the data collection process depends on a high percentage of sample members completing the interview, a broad range of opinions being shared, and a wide variety of people being represented.

And the challenge can be rewarding to NORC interviewers. The variety of topics, diversity of respondents, and range of viewpoints can broaden their horizons and increase their understanding of all types of people and the problems they face.

But a novice interviewer may wonder why we try so hard to gain cooperation with each sample member. Aren't there countless people out there to interview?

5j. Why Every Respondent is Important

For a survey to be truly representative of the population or **Asample@** being studied, a large percentage of respondents need to complete the interview. **AResponse** rate@ is an indicator that tells researchers what percentage of all the households contacted actually completed interviews.

In calculating the response rate for a study, we disregard any phone number that is not a known residential household, such as businesses, disconnected numbers, cellular phone numbers, fax and data telephone lines, etc. However, phone numbers from households that respond with a refusal are counted as part of the equation, so each refusal acts to lower the overall response rate percentage.

5k. Achieving a High Response Rate

Still, why is every case -- each respondent -- so important? The answer is Asample.@ The size of a sample (a list of telephone numbers or people) as well as the manner in which it is selected affects how well that group is likely to represent the total population.

When a high percentage of selected people, representing a large number of people who think and act like them, do not respond (usually due to refusals), those voices and opinions are never heard or included in research decisions. These opinions, however objectionable, need to be represented in the study. It is the job of the interviewer to convince these respondents just how important they are to the research project.

5L. Sample Type and Response Rate

Interviewers typically call people from two types of sample: "random digit dial (RDD) sample" and "list sample." A third type, **Alongitudinal** sample,@ is a kind of list sample that is called periodically over time. Understanding these sample types and their response rates may help to clarify why gaining cooperation of each sample member is so important.

5L1. Random Digit Dial Sample (RDD). ARandom Digit Dial,@ or RDD, sample provides randomly generated telephone numbers for a study. Though it is called Arandom,@ RDD sample can target specific geographic populations by using exchanges from certain cities, counties, or zip codes. Each Asample piece@ (or phone number) represents one individual -- an individual representing a unique Ahousehold@with specific family size, marital status, income, education, interests, hobbies, etc. This person=s opinions may differ from others in the sample, yet in some ways they may be similar. For example, people who like sports in general may enjoy similar foods, television stations, or specialty stores, yet they may not like the same sports.

Interestingly, people who regularly refuse to participate in surveys could represent a unique segment of the population who Adon=t participate in surveys.@ Their opinions, though initially refused, are critical to gathering accurate and complete research, even if it means that interviewers have to work harder to include them in the survey. If we do not secure their participation, we will not have a true, consistent, well-rounded representation of the entire population being studied -- we=ll just have data only from people who like to do surveys over the phone.

5L2. List Sample. AList@ sample provides phone numbers for a select group of people who share a similar background or characteristic: demographics, geographic region, education, etc. For example, a list sample may be drawn of people with similar academic degrees, health concerns, ages of children, or professional backgrounds.

The sample members in a list sample are individuals who cannot be replaced. So it is extremely important to complete as many interviews as possible within the provided sample. If a project starts with 365 people on the list, the ultimate goal, of course, is to talk to all 365 of them. Usually, however, the client sets a certain percentage of completed interviews.

5L3. Longitudinal Sample. "Longitudinal@ sample is a particular type of list sample made up of people who are interviewed from time to time over a specified period. For example, 500 new mothers may be interviewed in January regarding

their feelings on motherhood. In June they will be interviewed again, and the following January they will be called once more. After that interview, they may be called once a year for several years.

If such a list starts with 500 mothers, it should end with as close to 500 as possible. The client recognizes that some people will naturally fall from the sample for various reasons, but the sample size needs to stay as close to 500 as possible. Otherwise, by the end of the third year, only a reduced number of mothers might remain among those people who have been interviewed during all the scheduled call times.

It becomes clear, then, that each member is a unique individual whose input is very valuable to the study. No sample member can be arbitrarily replaced by any other potential respondent. Understanding these reasons for a high response rate will help the interviewer focus on gaining cooperation from all respondents.

5m. Planning for Cooperation

Understanding the need for a high response rate is only one part of gaining cooperation. Convincing the many respondents in a study to participate is the result of many ingredients being mixed and blended. Sensitivity, appreciation, and empathy toward the individuals being contacted are of utmost important. But knowledge of the study, planning of the calls, and organization of the materials are also critical ingredients to a project=s success.

5ml. Organizing Your Materials. The successful interviewer begins a study by being organized. The basic premise is quite simple: BE PREPARED. Before making any respondent contact, review all materials related to the study. This would include any advance mailings, job aids, or print-outs of the survey questions (called AQ by Qs@). Have all project materials close at hand:

Guidelines and Manual
Q by Qs
Commonly Asked Questions
Record of Calls (paperwork for PAPI and Locating)
Help Sheets and Job Aids
Calendar

5m2. Organizing Your Thoughts. Before contacting EACH respondent, review the case history and record of calls related to the case. Again, BE PREPARED. Be ready to answer any questions from the respondent. And be ready with any questions that you need to ask the respondent. Before each call,

remind yourself of the approach, tone, voice quality, and attitude that you want to project.

5n. Understanding the Study

Most important in gaining cooperation of the respondent is having a thorough knowledge of the study and conveying that information in a professional way.

5n1. Be Knowledgeable of the Study. The interviewer needs to be aware of the background of the project, the subject matter, and any unusual issues or concerns. Make sure you=re knowledgeable of the following:

Who. Who is sponsoring the research? Who (what population) is being surveyed?

What. What is being studied? What are the projected uses for the data?

When. When is the data being collected?

Where. Where will the results be analyzed or published?

Why. Why is the study being conducted? Why do we need each **respondent=s** cooperation?

5n2. Be **ASold@** on the **Study**. Interviewers must be **Asold@** on the value of the survey. Otherwise, they will be unable to convey the importance of the study to the respondent. To develop this attitude, remember the following:

Vigilance. Be alert to any concerns or questions, and be ready with answers.

Interest. Sound interesting, remembering to avoid a monotone voice quality. And make sure you sound interested in the **person=s** responses.

Attitude. Assume a positive attitude, as enthusiasm comes through in your voice and delivery.

50. Adjusting Style to Fit the Respondent

Interviewing is a **Agive** and take@ situation. Listening is absolutely essential to obtain positive results. The interviewer must first determine how the respondent thinks and feels about the study before addressing his/her concerns. This can only be accomplished by listening carefully to what the respondent has to say.

As an interviewer, you need to adjust your style to fit the respondent. It is often better to say too little than too much. Be in control of the situation by keeping the respondent focused, but do not monopolize the conversation, shutting out the respondent. The interviewer=s responses must be tailored to the respondent=s concerns. Keep in mind the following traits in adjusting style:

Pace. If the respondent is speaking slowly, slow down to accommodate him/her. If the respondent is in a hurry, speed up a little, but avoid sounding rushed.

Tone. Respondents react favorably to pleasant voices on the phone, especially when **they=ve** had a difficult day or are otherwise not inclined to talk. An upbeat approach is all important to gaining cooperation.

Confidence. When an interviewer sounds unsure or lacks confidence, the respondent will pick react to this and may hesitate to get involved with an interview.

Professionalism. Sound friendly, but balance a businesslike manner with friendliness. Be careful not to sound so businesslike that you give the impression of being cold, arrogant, or superior.

Assertiveness. Be assertive without becoming pushy. Most people feel they have no outlet in which to speak their minds on public issues. Explain that by doing the interview, they will be representing many people and their opinions will be heard. If they continue to refuse, leave them with a pleasant perception of the call. If they have a negative experience, they may never want to be involved in a phone interview again.

Flexibility. Find a way to get the respondent to say **AYes@** to something. For example, when respondents say they are busy, let them know that the interview can, in most cases, be conducted in segments, and does not have to be completed in one session.

Understanding. Relay your understanding and empathy by repeating any concerns back to the respondent.

5p. Motivating the Respondent

Interviewers play an important role in motivating respondents to answer questions accurately and completely. Many respondents **don=t** know what is expected of them during a phone interview. Interviewers need to guide them through the interviewing situation and control the call at all times, keeping the conversation focused on the question at hand. Here are some suggestions for motivating the respondent:

Privacy. Social science research seeks accurate and complete answers to questions that are sometimes of a sensitive nature. Even though the interview is a Aprivate@ phone conversation, tactfully reiterate that the respondent=s confidentiality will be protected.

Pacing. Racing through the questionnaire encourages the respondent to answer too quickly. This approach implies that the speed of the interview is more important than thoughtful answers and quality information. Reading each question slowly and thoughtfully, at a slightly slower pace than one would use in normal conversation, implies that the respondent take the same care in answering the questions.

Rapport. Interviewers perform a delicate balancing act between being friendly with a respondent and maintaining a professional distance. A respondent will be more cooperative when the interview is pleasant experience. However, maintaining a distance is essential to avoid biasing the interview. If a respondent thinks of the interviewer as a newly found **Afriend,@** the answers may not be as truthful as they would be if a professional rapport were maintained.

Objectivity. Interviewers must learn to remain objective, neutral, and **non**-judgmental, showing no emotion or reaction to a **respondent=s** answers and never leading the respondent toward any one possible response. Each question should be read in a neutral voice, stressing only underlined or bold words, and equally emphasizing any answer choices given. Whether the interviewer agrees or disagrees with a **respondent=s** reply, it is NEVER appropriate to comment on an answer. This rule also applies when the respondent asks the interviewer for a response or opinion.

Control. Occasionally a respondent will enjoy giving his/her opinions, which may ultimately lead to taking control of the interview to Atel1 stories.@ If this should occur, the interviewer must tactfully regain control.

5q. Responding to Some Common Concerns

During project-specific training, the interviewer will receive a job aid listing **Acommonly** asked questions@ followed by suggested answers approved by the client. This will list specific questions and concerns that may come up regarding that particular survey or its subject matter.

However, some common questions and comments are heard every day, regardless of the study. Each example listed below is followed by <u>several</u> suggested interviewer responses that have proven to be effective over time. Think of these as guidelines that can be used entirely or in part. They do <u>NBOT</u> necessarily need to the read verbatim. e r y familiar with these suggestions. You=Il use them every day.

5ql. AI=m not interested.@

Most people who have done the interview have found it interesting and thought-provoking.

There are no Awrong@ answers, and most of the questions are multiple choice.

5q2. AI=m too busy.@

I understand you are busy, but it=s important that we speak with busy people too.

Our results would be biased if we only included respondents in the study who could easily make time to talk with us.

We don=t have to finish the questionnaire in one sitting. We can call you back at your convenience. Let=s get started and see how far we get.

5q3. AWho will see this?@

The results are published in **summary** form only. No single individual is ever identified. No study participant name is ever associated with the data or the published results.

Confidentiality of the data will be strictly protected. All **identifying** information will be kept separate from the questionnaires.

5q4. AAre you selling something?@

I have nothing to sell. If you would like to verify this, you may speak with my immediate supervisor. I can turn the phone over to him/her right now, or you can reach him/her by dialing (773)256-6600. Would you like me to bring my supervisor to the phone?

5q5. Als it mandatory?@

No. Participation is completely voluntary. However, it is still important that you participate.

No. But it IS important that you participate. In order for the survey to be complete and representative, we need to interview every eligible person. I am not permitted to substitute any other household for yours or any other person for you. We can start the interview and if you don=t want to answer a question, just tell me.

5q6. ACan I answer by mail?@

We don=t have a questionnaire that we can mail. We have found that it is much faster and easier for respondents to answer the questions over the phone and have a trained interviewer enter those answers directly into the computer.

5q7. AWho is NORC?@ or AWhat is the National Opinion Research Center?@

The National Opinion Research Center is a not-for-profit social science research center **affiliated** with the University of Chicago. Our mission is to conduct social science research in the public interest.

5q8. AHow did you get my number?@ (for RDD sample):

We used a list of numbers generated by a computer. Some of these numbers begin with your area code and prefix, and the last four digits are randomly generated.

Your telephone number was scientifically selected from a random list of numbers, in order to make sure that we contacted people in every community in the study area.

Because we **don=t** get the numbers from the telephone book, but rather **from** a computer, we always wind up with some unpublished numbers to call. You represent thousands of people with your answers and opinions, and you cannot be replaced.

5q9. AI answered the same questions years ago. Why **don=t** you just use those answers? Why do I need to answer the same questions again?@ (for longitudinal sample):

For this type of study, we continue to update our research. It is necessary to recontact participants every (X) years to make updates and track their progress.

5q10. AThese questions are too personal (sensitive).@

All the information you choose to give will remain strictly confidential, and will be reported in summary form only so that no individual can be identified. I=d like to begin the interview, and you can refuse to answer any question that you choose.

We can start the interview and if you **don=t** want to answer a question, just tell me.

6. Avoiding Refusals. Avoiding Refusals

When is a refusal a refusal? How does an interviewer respond? How can an interviewer get the message across quickly and accurately? What can an interviewer do to convince a respondent not to hang up? How can an interviewer convince the respondent to listen to an interesting offer to participate in social science research?

6a. Aversion vs. Conversion

It=s preferable, of course, to prevent a refusal to begin with; but at times a respondent who has initially refused is contacted again and persuaded to go ahead with the interview.

"Refusal aversion" is the act of avoiding or preventing a refusal when initially contacting the respondent. "Refusal conversion" is the act of convincing a reluctant respondent who has already refused to participate in the survey.

Aversion involves PREVENTION. Aversion techniques are used to prevent a respondent from refusing to participate. This can occur not only during the crucial introduction, but throughout the entire interview -- whenever a respondent's concern, hesitancy, or reluctance is in danger of leading to a refusal to participate or to continue with the interview.

Conversion involves RECOVERY. Conversion techniques are used to recover or "win back" a respondent who has already refused to participate. This occurs during a **follow-** up call by an experienced interviewer who deals with the initial reasons for refusing -- addressing any concerns, clarifying any gray areas, and acknowledging any hostility, while persuading the respondent to go ahead with the interview.

6b. The First 15 Seconds

As mentioned earlier, the first 15 seconds of the call will determine success or failure in completing the survey. If you're able to keep the respondent from refusing within those first few moments, you almost certainly will go on to conduct the interview. If you aren't so successful in the first 15 seconds, you probably won't persuade the respondent to do the interview or to even remain on the phone much longer to listen to your message.

6c. Three Steps to Listening

When respondents show resistance, your first step is to acknowledge their concerns or feelings. Often all the reasons for declining to participate in a study disappear when they have an opportunity to vent their frustrations with someone who is professional and seems to understand their situation.

If you=re not really listening, you may answer with an inappropriate or ill-fitting response, thereby losing their interest. Or you read on, charging ahead with the scripted

questionnaire, when the respondent really voiced a concern that needed to be addressed first. By taking the time to stop and listen carefully to a respondent, you will know what you need to say next.

Remember three key steps to listening: **HEAR, ACKNOWLEDGE, APPROACH.**

6c1. Hear. Stop. Before you do anything else, HEAR the objection. Don=t say anything. And don=t assume. Just take the time to understand what the respondent is really saying. Then remind yourself not to take it personally.

Examples:

R: AI don=t have time for this.@

R: ASorry, I don=t buy anything over the phone.@

6c2. Acknowledge. Then, ACKNOWLEDGE the objection immediately. Remind yourself that the respondent may simply need a little information before feeling comfortable enough to commit to a phone survey. Probe to understand the specifics of the objection so that they can be answered accurately and quickly.

A good working knowledge of the survey will help you differentiate between a serious objection and a mild concern. Two simple words -- AI understand@ -- will go a long way in acknowledging the **respondent=s** feelings. Sometimes just those two words, with no embellishment, are enough.

Examples:

AI understand that you **won=t** buy anything, but we are not selling anything. We are only asking for opinions.@

AI understand **you=re** busy, but we need to speak with busy people like yourself so that we get an accurate cross-section of the whole U.S.@

AI understand. @

6c3. Approach. Finally, APPROACH the objection with your professional expertise, fine-tuned skills, and solid information.

Example:

AI am calling from the National Opinion Research Center on behalf of...@

6d. Proven Strategies for Avoiding Refusals

After years of survey research, NORC has found that certain skills and strategies are most effective in dealing with the reluctant respondent. Here are several proven techniques for avoiding refusals.

Listen, Listen. As noted, when concerns are voiced by the respondent, an interviewer needs to hear, acknowledge, and approach the objections. Practicing these steps develops good listening skills and persuasion strategies that gain cooperation early in the call.

Don=t Argue -- Absolutely. Take a deep breath. Maintain a pleasant, friendly attitude. Disregard how abrasive or rude the respondent may seem. Make clear your determination to be flexible and accommodating. Initiate a conversation, not an argument. Emphasize the positive -- not only the importance of the study, but the importance of this particular individual taking part in it. Get the respondent to respond positively to one statement, however elementary. This change in thinking will often lead to an interview.

Be Prepared. Battling refusals requires a high degree of professionalism. Know your material. Have the answers in front of you. Post job aids and acceptable responses to questions. **You=ll** be ready to answer any questions or objections the respondent may have.

Give Specific Information. A respondent who gives excuses for not participating in a study may simply not understand. Make sure the respondent fully understands why NORC is conducting the study and why it is important to be interviewed. Always be ready with more information. Be alert for specific questions and tailor your responses accordingly.

Offer Several Options. Offer several options regarding a time when the interview can be completed. Stress that NORC interviewers can administer the questionnaire, depending on the project, at any time of the day or night, on weekends, sometimes while the respondent is at work. Watch for respondents who balk at every option given. You may discover the real issue behind their resistance -- the purpose of the study may not seem to personally affect them. A concise explanation of the project may convince them of its importance.

Keep an Open Mind. Some respondents initially refuse because the phone rang at a bad time, not because they truly **don=t** want to participate. Identify what might be keeping them **from** completing the interview. Address their concerns, ask if you can call back at a better time, and always thank them for their time. Make an entry in the call notes to inform subsequent interviewers of any concerns so future calls will lead to complete interviews.

Stress the Respondent=s Importance. If a respondent appears to be considering your offer, take control of the call. Express a strong willingness to answer

absolutely any questions and address absolutely any concerns. Do not hesitate to say outright how important it is to the study that this particular person participate. Emphasize that no one else can supply the study with the crucial information only he or she can provide.

Always **Leave an Opening.** If, despite your best efforts, certain respondents still refuse to participate, admit that you regret not having their input, and that you understand their reasons for declining at this time. ALWAYS remain polite and thank them for their time. On some studies, you may suggest that if they have a change of heart, they can contact the National Opinion Research Center and complete the interview.

7. TNMS INFORMATION

7A. Dispositions. TNMS INFORMATION7A. Dispositions Chicago Academy of Science Case Dispositions

17/31 17/32	Ring No Answer Answering Machine
15/3 15/3 15/5 15/7 15/8 15/29	Computer tone/Fax/Alarm Systems Fast Busy/Silence Second Number at Household Disconnected Cellular Phone/Pager Business/Government/Dorm
15/34	Answering Machine Message Left
15/36 15/38 15/101 15/151 15/152 15/153 15/154 15/155 15/157 15/158 15/159 15/161	Spanish Needed R to call 800 Number Language Barrier Hung UP During Intro Known Eligible R Refusal Unknown Eligible R Refusal Gatekeeper/HH/Informant Refusal R Hostile Refusal Refusal Conversion Failed Non Contact on Appointment R Unavailable/No CB established R request letter before Participation
7/150 16/35 22/141	Refer to Supervisor Regular Busy Callback Requested
09 27 91 92 97 98 99	Redial Number Logout & Terminate Access a Number Directly Display Disposition History Update Call Notes Edit Phone Number Start Conversation

7B.Answering Machine Script

This is _______, I am with a university calling for the National Science Foundation. We are conducting a national survey of **people=s** opinions about some current issues in the news, and your telephone number has been selected at random. This is a research project, and we are interested in your opinions. We are not selling anything. Please call us toll **free** at 800-720-0154 to let us know when it is convenient for us to reach you, and for information about this study.

7C. CAT1 commands

Basic Surveyquest Commands

Back Up and Recovery:

[Backspace]	Delete one character at a time in the field
[-] (Minus on the # pad)	Back up one screen at a time
[Enter]	Recover one screen at a time
Ending the Interview:	
[Ctrl+End]	Break off, suspend
Other Functions:	
[F7]	Refusal
[F8]	Don=t Know
[F2]	Open a comment box

7D. CAS Interviewer Login Script

For Testing and Production

Testing

At f:\ or g:\ prompt: login norc-dg2\4907i0 [enter]

password: way2go

At Novell menu: Testing Without Automatic Number Delivery

Choose your name from the list by arrowing down to it, then press [enter]

At main menu: Select a Job [enter]

CAS99

Arrow across to: TNMS CAT1 Entry [enter]

Choose a location: General Interviewing [enter]

Production

At f:\ or g:\ prompt: login norc-dg2\4907i0 _ _ [enter]

Password: way2go

At Novell menu: **Production**

Choose your name from the list.

At main menu: Select a Job [enter]

CAS99

Arrow across to: TNMS CAT1 Entry [enter]

Choose a location: Your supervisor will specify which location

8. Important Terms. Important Terms

Chicago Academy of Sciences Survey

SPELLING AND WORD RECOGNITION GUIDE

ARPAnet
Backbone
Computer

Deoxyribonucleic acid

FTP Gopher Network TCP/IP Telnet

atom chromosome comparative compare compare control

control group control group

controlled environment

double helix emission/emitted

energy experiment experiment

gene genetic

geneticcode

heat
heredity
hypothesis
matter
particle
Rigorous
statistics
systematic
Testing